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INDIVIDUAL DIFFERENCES IN THE SENSE OF HUMOR AND THEIR RELATION TO TEMPERAMENTAL DIFFERENCES

BY
POLYXENIE KAMBOUROPOULOU

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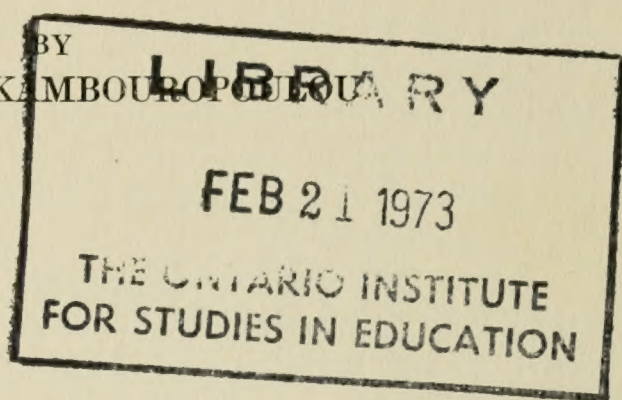
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Individual Differences in the Sense of Humor and their Relation to Temperamental Differences

AIM OF THIS STUDY AND BRIEF DESCRIPTION OF MATERIAL AND METHOD

Introductory

A historical introduction to the report of a study of humor would consist largely in a review of theories of humor. Such reviews and summaries have been adequately made by several writers in the field* and are familiar to psychologists (1). Where theories of humor influence the direction of this investigation, as they certainly do, credit will be given them in the course of the report.

Experimental work on humor, as far as the reading background of this study has covered the humor literature, has been limited to a very small number of experiments. A few of these, dealing with adult subjects, have some bearing on the present work and will be referred to where the reference is in place. The remaining are genetic studies dealing with the amusement, or purely the laughter of children and have not influenced this work.

Aim

The aim of this study, as its title designates, is two-fold; to determine whether or not certain individuals show a preference for certain classes of funny things consistently enough to justify the supposition that there are individual differences in the sense of humor; and to determine whether or not differences in the sense of humor correspond with certain temperamental tendencies.

Treatises on humor recognize such preferences and correspondences, and with varying reliability of closeness of observation and judgment, postulate racial, national, cultural, historical, geographical, intellectual and personal peculiarities in what people or groups of people appreciate as funny.

*The notes and references, numbered in the text, will be found on pages 80-83.

The following are a few such postulates; they are given here uncritically and by way of illustration only; they can be collected indefinitely.

"Generally the English excel in satire and they are noble humourists. The national disposition is for hard-hitting with a moral purpose to sanction it; or for a rosy, sometimes a larmoyant geniality, not unmanly in its verging upon tenderness, and with a singular attraction for thickheadedness, to decorate it with asses' ears, and the most beautiful sylvan haloes. But the comic is a different spirit." George Meredith (2).

"We know the degree of refinement in men by the matter they will laugh at, and the ring of the laugh, but we know likewise that the larger natures are distinguished by the great breadth of their power of laughter. . . ." George Meredith (3).

"Humour being more characteristic of the English than, perhaps, of any other European people, purely intellectual theories of laughter have been more common in France and Germany than in England, and so far as they are to be found in England at all, date especially from the eighteenth century, the century in which Englishmen were prone to be afraid of their own emotions." J. Y. T. Greig (4).

"The great laughers are the persons of delicately responsive sympathetic reactions." William McDougall (5).

"The apprehension of the complex basis of humour helps us, further, to understand somewhat the curious variations of the attitude among races and people. There are regions of civilization where, so far as literary expression gives us the key, laughter seems to remain at, or at most, only a little above, the level of the child's simple merriment. This appears to be true of certain portions of the East, where a considerable love of fun co-exists with a predominant gravity of mind, without interpenetration, almost without contact." James Sully (6).

"Since humour is playfulness, modified by the whole serious temper of a man, we should expect it to differentiate itself into many shades according to the trend of the ideas, impulses, interests and the rest, which distinguishes one sort of mind or character from another. We can only fully understand the contrast between American and English, or between Irish and Scotch when we understand the difference of character." James Sully (7).

The types of laughter given below are according to Paul Carus (8).

Hee-hee!—"the hiss and sneer of trickishly gained victory."

Hey-hey!—"contempt at a worsted wretch who is now at our mercy."

Ho-ho!—"a scoff of self-exaltation."

Hoo-hoo!—"marks disgust."

Ha-ha!—"characteristic of the gallant victor who enjoys a pure-hearted laugh."

"The various kinds of jokes have been analysed in the *Poetics*. Some of these befit a free man and others do not; one must take care then to choose the kind of joke that suits one. Irony is more liberal than buffoonery; the ironical man jokes on his own account, the buffoon on someone else's." Aristotle (9).

Laughter "is incident most to them that are conscious of the fewest abilities in themselves; who are forced to keep themselves in their own favour, by observing the imperfections of other men. And therefore much laughter at the defects of others, is a signe of Pusillanimity. For of great minds, one of the proper workes is to help and free others from scorn; and compare themselves onely with the most able." Thomas Hobbes (10).

"Laughter is a more promising index" (of character than either handwriting or dreams), "for the way men laugh and the things they laugh at reflect their tastes, thoughts and sympathies. On a wider scale society offers its pulse in the nature of its laughter, and the fortunes of laughter reflect the movements of civilization." J. C. Gregory (11).

With the perusal of such comprehensive statements, the present study appears very small. It deals with the humor preferences and temperamental peculiarities of one hundred Vassar College students. It has in its favor its statistical approach. The problem given above, more concisely and practically described, resolves itself into four parts (12).

1. To collect from a group of subjects objective causes of laughter and amusement; to analyse and classify these causes, ignoring, as far as possible, for the time being, interpretations of the nature, origin, function or emotional constituency of laughter or of amusement.

2. To obtain for the same group of subjects personality ratings in a number of traits; to determine whether or not subjects with the same traits tend to give similar things as causes of their amusement.

3. To test the consistency of the preference of these subjects for a class of funny things.

4. To select in the course of the investigation from the variety of theories of humor those theories or parts of theories which best fit or explain the results.

Material

The material is in four divisions.

1. One hundred humor diaries, each covering for its author the humorous events of one week.
2. Personality ratings of the diary authors, obtained through the use of the Marston extrovert-introvert rating sheet. These ratings are in two sets, self-rated and rated by three friends for each subject.
3. Grades of funniness for a series of jokes. The data from the grading are also in two sets, as the same subjects graded the same jokes a second time, twenty-four hours after the first grading.
4. Jokes recalled two weeks after the grading for one group of subjects and one week after the grading for another group.

Method

1. Analysis of each diary into items; classification of these items; computation of the proportion of each class for each diary and for the group.
2. Analysis of relations between increasing proportion of a certain class in the diaries and increasing tendency toward certain traits in the Marston extrovert-introvert sheet.
3. Computation from the grading of jokes of the degree of preference for the jokes belonging to each class, for each subject and for the group; analysis of relations between classes in the diaries and classes of jokes preferred; between the latter and tendencies toward certain traits.
4. Analysis of the funniness and class of jokes recalled, for each subject and for the two groups of subjects.

THE HUMOR DIARIES

Nature of Diaries

To supply funny material for classification, the students in Professor Washburn's class in Introductory Psychology at Vassar College were asked to keep *humor diaries* for seven days, not including any days away from college. They were told to record *the things they laughed at and the things that amused them* each day, and to mark these things as A, B, or C according to the degree of laughter or amusement that accompanied them. In addition, the students were asked not to go out of their way to find humorous material but to record the humorous events of the ordinary day. They were told nothing about explaining or analysing the events they reported, but some did so of their own accord. One hundred humor diaries came in and the first task was to classify their contents.

Length of Diaries

The differences immediately observable between diaries are in length and style, so that before classification each diary is analysed into a certain number of items. With most of the diaries this is easy. With the diaries of narrative style it is difficult to decide just how many items each story contains. If a story tells of two funny things simultaneously, it is counted as two items; also if a story moves, one funny event leading to another, it is counted as two or more items. Nothing is done about the style of the diaries. The length of a diary is the number of items it contains, not the number of words.

There are in the 100 diaries 4,217 items. The diaries range from 8 items to 214 items for the week; the average is about 42; the median (13) is 34; the interquartile range (14) is 25-50.

The 100 diaries are arranged in the order of diminishing number of items per diary, and a rank difference correlation (15) calculated between diary length and academic standing of the diary authors (16). This correlation is $+.25$ (PE $\pm .07$). There is a tendency for the diary authors of higher academic standing to write the longer diaries. Whether this

is due to their observation of a greater number of funny things, or to the faithfulness of their reporting, cannot be here decided. Some factor that makes for higher academic standing, also operates to make for the reporting of a greater number of things as funny. (That this is not the same as the evaluation of a greater number of things as very funny, is discussed later; pp. 52, 66.)

Discussion of Classifications

There is no standard of classification of funny things. Every writer on humor who classifies does so in his own way. Classifications according to feelings aroused are here left out if extricable. Existing classifications are apt to be applicable to jokes only. When the diaries are examined simultaneously with a classification of jokes, the classification is not of much help. Most of the items in the diaries are not jokes; they are events.

G. Stanley Hall (17) collects causes for laughter from the answers to his long questionnaire and names some of these as, recovery from slight fear, calamity, caricature, the forbidden or secret, the naive and unconscious. Names of this sort are not inclusive enough; the diaries contain items that have no relation to any of these classes.

Hollingworth (18) puts the thirty-nine jokes used in his experiment under ten headings. These are caricature, pun or play on words, dialect, wit, calamity, naive, sharp retort, misplaced modifier, occupation and vulgarity. With naming jokes, such classes can be multiplied according to the material from which the jokes are drawn.

Chapter headings of books on humor generally classify. Those classifications are large divisions made sometimes according to the emotion involved, sometimes according to the material, and sometimes according to what the writer of the book considers the level of the laughter. Some of Max Eastman's (19) chapter headings are, humor and hostility, humor and sexuality, humor and truth, humor of quantity, practical humor, poetic humor. These divisions are valuable in the book, but when confronted with the literature in the diaries they are not applicable.

Since it is desirable to make a classification such that the preference of a diary author for one class or another will

indicate something of the direction of her humor, the classes must be few, inclusive, and at the same time more clearly differentiable than the above. For instance, if a diary author reports as funny the nervous habit of a professor to wring his handkerchief (p. 15), the item does not belong to hostility, sexuality, truth, quantity, practical or poetic humor.

Thus, probably because of the nature of the diary material, theories of humor are the source of a more workable classification for the purpose of this particular investigation. A theory of humor as a rule involves a double definition, one part defining amusement subjectively as glory, triumph, superiority, sympathy, relief from tension, surprise, a shift, ambivalence, or some form of perception, and the other part defining the funny thing as ugly, defective, degrading, sudden, unaccountable, outlandish, incongruous, or contrary to the order of things prevailing in the level to which the thing belongs. It is such definitions of funny things collected from theories of humor that are the ground for the classification finally decided upon here.

These definitions after tabulation and study divide themselves into two groups; those that define the funny thing as defective and inferior, and those that define the funny thing as incongruous. Representative are Aristotle's of the former and Schopenhauer's of the latter. "The ludicrous consists in some defect or ugliness which is not painful or destructive" (20). "The cause of laughter in every case is simply the sudden perception of the incongruity between the concept and the real objects which have been thought through it in some relation" (21). When, however, the attempt is made to sort out diary items as either defective or incongruous, it becomes clear that they are all defective and all incongruous. This may be only a matter of opinion; but the attempt to classify on this division, brings this experimenter at least, to the belief that nothing defective is funny unless it is also incongruous, and nothing incongruous is funny unless it is also defective. Misfortunes, calamities or mistakes reported as funny, are with a person, occasion or order where they do not ordinarily belong; and funny incongruities are belittling, not merely incongruous. Incongruity may be anything from disorder and impracticality to clever metaphor and originality, and need not be funny; when it is funny it is trivially belittling. As Spencer puts it, "Laughter naturally results only when con-

sciousness is unawares transferred from great things to small, —only when there is what is called a *descending incongruity*" (22).

Other theories suggest this doubleness too. From Aristotle down, theories that define the funny thing as defective, modify the defect as being harmless (Aristotle) (23), sudden (Hobbes) (24), surprising (Descartes) (25); which imply the disorderliness of the defect. Theories that define the funny thing as incongruous, make a defect of the incongruity. It is descending (Spencer) (26). Lipps says, "Komisch ist das Kleine, minder Eindrucksvolle, minder Bedeutsame, Gewichtige, also nicht Erhabene, das an Stelle eines relativ Grossen, Eindrucksvollen, Bedeutsamen, Gewichtigen, Erhabenen tritt. Es ist das Kleine, das sich wie ein Grosses gebärdet, dazu aufbauscht, die Rolle eines solchen spielt, und dann doch wiederum als ein Kleines, ein relativs Nichts erscheint, oder in ein solches zergeht. Zugleich ist wesentlich, das dies Zergehen plötzlich geschieht" (27).

Schopenhauer also describes the incongruous ludicrous to some extent as false (28).

The classification has to make a different distinction. This distinction is suggested by C. Lloyd Morgan in a brief review of theories of humor. In formulating a theory of humor he thinks, "A good deal depends upon whether the laugher is regarded as a relatively detached and disinterested spectator or is looked upon as eminently self-centered in his outlook" (29). This is not of funny things but of laughers; it leads directly, however, to the distinction of laughing at *people* with an interest in them, and laughing at *situations* or *things* disinterestedly. Among the theories of humor that mention this distinction is Bain's. "The occasion of the ludicrous is the degradation of some person or interest possessing dignity, in circumstances that excite no other strong emotion" (30). And, strange as it may seem, one theory that makes the distinction clearly is that of Hobbes. "The passion of Laughter is nothing but *sudden Glory* arising from a sudden conception of some Eminency in ourselves, by comparison with the Infirmary of others, or with our own formerly; for men laugh at the Follies of themselves past when they come suddenly to remembrance, except they bring with them any present Dishonour. It is no wonder therefore that men take heinously to be laughed at or derided, that is, triumphed over. Laughing

without Offense, must be at absurdities and infirmities abstracted from persons and when all the company may laugh together" (31). When the emotional interpretations that Hobbes makes are left out, the two main classes finally emerging as usable on the diaries are from his theory, *the infirmities and follies of others or of ourselves formerly*, that is, a *personal class*, and *absurdities abstracted from persons*, an *impersonal class*.

These two classes, the personal and the impersonal, are implied in most theories of humor, with emphasis either for the one or for the other. Hobbes' theory is personal in emphasis; that of Schopenhauer is impersonal. Generally, the theories that describe amusement as consisting in superiority, describe the funny thing as a defect in someone else and are personal in emphasis (32); while the theories that describe amusement as shock, shift, or perception, describe the funny thing as unexpected or incongruous and are impersonal in emphasis. Because of this parallelism, the two classes can be called the *superiority* and the *incongruity* class as these terms carry more meaning than the terms personal and impersonal. It must be remembered, however, that the superiority class includes the defects of other people without knowledge of the feelings of the diary author, and that the incongruity class includes only incongruities abstracted from people.

Theories attend to inferiority or to incongruity as they consider the laugher to enjoy his own superiority over the defectiveness of another, or to enjoy his sense of a release of energy in reacting to the unusual, provided the unusual does not demand a practical reaction and is immediately perceived as trivial. If it is granted that both inferiority and incongruity are components of the funny thing, then both superiority and an impractical release of energy are components of the enjoyment.

Description of the Present Classification

The classes into which the diary items are distributed are five: (a) Instances of laughter with no laughable cause; (b) Inferiorities of people; (c) Directed attempts at making people inferior; (d) Incongruous situations; (e) Incongruous ideas. (b) and (c) together constitute the personal, superiority class; (d) and (e) together constitute the impersonal, incongruity class.

(a) Instances of laughter where there seems no objective cause, no humorous event to arouse it; laughter because of the pleasant weather, or because of the company, or because everyone else is laughing; a few instances of nervous laughter; instances where the diary author admits that there was nothing to laugh about, or that she does not know what it was; a few instances of laughter to conceal annoyance.

(b) Instances where the cause is the inferiority or predicament of a person, the diary author included; awkwardness, stupidity, mistakes, ignorance, absent-mindedness, blunders, social breaks, unfortunate dilemmas and calamities.

(c) This differs from (b) in consisting of items where the degradation of a person is purposely made; the degradation is planned and directed. Practical jokes, teasing, irony and directed witty remarks.

(d) Instances where an unexpected event or a turn of the conversation, voluntary or not, creates an unusual, odd, incongruous situation, and where the amusement, as far as can be discerned, is due to the incongruity and not to the degradation of any person.

(e) Instances of incongruity of ideas; puns, peculiar figures of speech, absurdities and in general, pure nonsense.

There is a small number of items, which when analysed belong to two classes at once.

Class (a) is necessarily outside the other two classes and is too scanty to subdivide.

There are difficulties with this classification. At one end are the items that are obviously personal, at the other the items obviously impersonal. With many items, however, it cannot be absolutely surely said that they are, or are not, abstracted from persons. Greig believes that even what Freud calls "harmless wit," that is playing with words for the pleasure of playing only, cannot be abstracted from persons (33). Theories that emphasize the social nature of humor rather than the perceptual, would destroy this classification, as they, like Greig, would hold that nothing is funny if it is totally abstracted from persons. Perhaps the abstraction is one of degree.

It is true that in the difficulty of differentiating between the personal and the impersonal items, it is much easier to see them all as personal than all as impersonal. The personal class decidedly outweighs the impersonal and if the classifier

has erred in either direction, this error is in considering more items impersonal than there really are in the diaries. Since the distribution was done by one person, whatever error there is, is in the same direction in all the diaries.

Illustrations of Each Class Taken from the Diaries

(a)

As a reaction to Friday I seemed to have the giggles all day.

Went on a sleigh-riding party that made me forget everything else that was funny in the whole day. I laughed from the beginning of it till I got back, after eating two hamburgers and a cup of coffee.

Late in the evening friend and I doing topic; at about 1:30 tried to make coffee, a very amusing process. We became silly over nothing at all. It was restful to seek diversion in laughter.

At a tea everybody talking and laughing.

Highly amused at nothing at tea-party; a maudlin state; reaction from overwork.

Laughed while reading just because I felt cheerful.

Laughed numerous times to be polite, but not because I was amused.

(b)

A girl home from the week-end told me that she powdered her nose in the movies to find when she got out in the street that it was well rouged.

After I had just remarked to neighbor that I was perfectly unprepared, Professor calls on me first.

Memory of B. K. impersonating a Lorelei in dancing class.

Struggled for fifteen minutes trying to wrap a large, bulky package. After I finished I was calmly told that the card had been left out.

A friend when telling a story forgot the main point. We all laughed loudly at her and never heard the point.

Mr.—, our History Professor, is very nervous, but his most amusing habit is that of wringing his handkerchief.

Went to see the doctor after having gotten three notices and she asked me what I had come for.

Laughed during hockey game at the way people fell down because of the slippery field.

Amused at the idea of my asking a girl whom I rather dislike to save me a place at breakfast because I got up too late.

Yelled loudly at a girl out of the window only to find that she wasn't the right one.

A girl told me that she and a friend were walking down to the movies in the blizzard. They thought they would bum a

ride. They hailed the first car, got in and found it was a taxi, so they had to pay. They were very disgusted.

Self with hair curled.

(c)

Speaking of Rome and Greece, Professor —— said that Rome really took almost everything from Greece, adding, "Don't whisper that in the Latin Department!"

Moderately amused by Chemistry Professor saying that they didn't expect much of us in laboratory, merely that we work rapidly and make no mistakes.

Had a written in Art. Mr. —— took up the first ten minutes in passing a book around the class which had some illustrations in it he wanted us to see, "although they had no bearing on the written."

Amused at remark of two girls that they always met me on my way to the bathroom as they were coming up from breakfast.

Was amused at Miss ——'s dry way of referring to the News Events Medal as our undoubted future possession.

Laughed at item in paper about girls being taken to the Yale-Harvard game costing their escorts over a million dollars.

"She is what you would call uprightly mediocre."

(d)

Meeting my roommate in Main for the second time in an afternoon.

We had a German beer party with our milk at 9:30.

I laughed because my roommate laughed when I said that I had met the first snowflake this afternoon, and it settled on my coat and stayed so long that I finally ate it to prove it was a snowflake and it was wet, and so it was!

A big tiger cat attends Latin class and remains contentedly throughout the hour.

Seeing a trustee in the Library.

This morning I met a girl riding across campus on a bicycle playing a ukelele.

We received four roasted chickens from home and laid them all out in a row on the table.

Joked on way to concert with another girl saying that the moon was wasted on the college campus.

A dog sitting with his back toward me suddenly views me over his shoulder with the saddest of countenances.

(e)

Was amused by pun made by one of my friends about an animal which turns somersaults in walking. She said it must lead a dizzy life.

Idea of complications ensuing if life went backward.

Professor ——'s definition of evil in Philosophy class; "Evil is the bitters in the cosmic cocktail." This appealed to me as clever and funny.

As we were approaching Cary's on the pine walk, it was slippery and dangerous walking. "How pre-ca-rious," remarked my friend.

You show superiority over your pen when you chew it.

Greek teacher said that Socrates told Aristophanes that he should be more like Shakespeare.

Mixed

(b) and (d)

In the evening I laughed at my roommate while she was sitting on the floor making a chart for a Psychology topic. She looked so funny with bare feet and her short hair pinned back with a hair curler, seriously working on her Psychology notes.

(c) and (d)

Amused by roommate's explanation of friend's otherwise remarkable concentration in her work, being easily disturbed by rattling of candy box.

Was amused by Miss ——'s remark about being like the Queen of Roumania as the girls in the Josselyn Hall dining room all rose when she entered at dinner time.

I laughed when one of my friends quoted me, on my return-to-be from N. Y.; "Oh kids, *do* you know what happened!" The intonation was exceedingly accurate.

(c) and (e)

I heard the comment made to-day that Henry Van Dyke is the only man in the world who can strut sitting down.

I laughed when at a self-reported clever action on the part of my roommate, a friend exclaimed, "You're another genius I guess! I'll have to take my other hat off!"

I noticed my roommate's newly washed hair. It hung over her eyes like a rock ledge; I remarked, "A windcut cliff, geologically speaking!"

. Seven Complete Diaries

The following complete diaries are representative of the material that was classified. The letter on the left of each item indicates the class into which that item was put. The letter A on the right indicates the items which each diary author marked as having amused her to the greatest degree. Degrees B and C though used by the diary authors are omitted here as nothing was done with them. The number at the beginning of each diary is merely the alphabetical place of its author.

Class

DIARY 18

Degree

Monday, Nov. 29.

- Some of us played an improvised game of chess at the dinner table. We used a milk pitcher for one king, a water pitcher for the other, a sugar bowl for a queen, water glasses for castles, and salt and pepper shakers for bishops, pawns, etc. We moved these all over the tablecloth, pretended to take men, and put kings in check, and became quite hilarious over the whole thing.

A

- In history class the instructor asked the class a question, and a short silence followed during which the class was trying to think. Then the instructor said, "Well, let's have some light"—(the class at this point thinking she was calling for an explanation to throw light on the question)—and she continued, "Somebody push the button."

- My roommate (hereafter to be designated by R) got her tongue twisted between the words *monk* and *uncle* and the result sounded like "munkle."

- I said to R as I was writing up my laugh diary, "Now don't let's laugh at the laugh diaries or the whole business will be awfully involved." Whereupon, we both laughed. (It was quite late at night, and we were feeling rather silly anyway.)

- R, using the little German she has learned, said, "Ich gehe mein Bad machen." What she meant was not that she was going to take a bath, but that she was going to make her bed.

- A toy spider with wiggly legs of fine wire springs, that had been hanging by a string from the gooseneck lamp on my desk, suddenly fell down onto the desk and writhed among the books.

Tuesday, Nov. 30.

- A member of the faculty living next door to us (hereafter to be designated by F), reading from a music test paper which she was correcting, "Bach and Händel were born in two little German towns that were far apart in 1685."

- In choir rehearsal, Mr. G. had complained that about 5% of the choir was not really trying to do good work. Afterwards, R said to me that she had a cold and therefore had not been singing much during the rehearsal. "I was the 5% tonight all right. I was there in spirit, but not in truth."

- R and I were sitting beside each other in history, when the instructor said, "In those days they considered treaties how?" (R and I simultaneously whispered to each other, "scraps of paper.") Instructor continued, "They considered them more or less like scraps of paper, didn't they?"

- Reading in a serious book explaining the technicalities of the violin, I came across this sentence, "The mechanical process of rubbing the bow back and forth should be like little children, seen, but not heard."

- Miss W. in psychology lecture, speaking of man who wore glasses to make him see upside down, "When he wanted to step over an object, it hit him on the head."

- R and I were singing the under parts of the Christmas carols we had had to write for harmony assignment. These parts were full of chromatics and were most unmelodious.

- During choir rehearsal some disagreeing altos made a queer note that was not at all clear, and Mr. G. made a very funny face and said, "ooewh," in a funny English way.

Class

Degree

Wednesday, Dec. 1.

- In German class: "Gräfin," a new word in the reading,
(b) was mispronounced by someone so that it sounded like "Grahfin," and was finally further modified to "Griffin."

- In German class: I was called on to tell part of the Ger-
(b) man story and began, "Sie sah"—at which point my vocab-
ulary failed, and I said in despair quite audibly, "Oh gra-
cious!"

- R and I were trying to do some desperate last minute
studying while the faculty typewriter was banging next
(b) door. We tried shutting all our doors and the transom but
could not shut out the noise, the reason being, we soon dis-
covered, that the faculty had her door wide open into the
corridor.

- In German class: Discussion of grammar in a sentence;
(d) The instructor, "What is Baüme?" A few timid voices from
the class said, "Trees," before the general loud response of
the whole class, "Plural."

- At lunch time the butter plate was being passed and two
(d) butter balls rolled gently and quickly off onto the tablecloth.

- In music class the instructor played the Lohengrin "Wed-
ding March" on the victrola in the original arrangement for
(c) orchestra. He remarked that he was trying to discourage
the usual fortissimo full organ rendition as much as pos-
sible.

- One of my friends about to ask the elevator boy about
(b) train connections, remarked, "I must ask him when the 6:50
train leaves."

Thursday, Dec. 2.

- At the end of one of the pieces we were rehearsing in
secular choir, for which I was accompanying on the piano,
(b) I lost the place and could not find Mr. G.'s beat so that I A
came in with ridiculous piping little piano parts at exactly
the wrong moments, completely spoiling the effect.

- While sitting in the choir seats at evening chapel, the
(b) music rack belonging to the girl next to me fell off its chair
onto the floor making quite a noise. She treated it very
(d) gingerly thereafter. Having laughed at this, we were
further amused by one member of the choir singing a pecu-
(b) liar, and at times dissonant, alto part. During the prayer we
had a hard time to keep from laughing out loud.

- F wrote a very ingenious note of acceptance to an invita-
tion from one of the girls. It was on music paper with a
(e) signature of one sharp and one flat and $\frac{7}{8}$ time. This was
accurately adhered to all the way through, and the words
and the notes fitted together in an amusing way.

- While accompanying for secular choir I was told to play
(d) "e" in octaves in both hands on the piano every time an "e"
appeared in any of the four voice parts. It sounded very
(b) funny and I must have looked very funny in my strenuous
efforts to comply with the directions, because the whole choir
was convulsed.

- At dinner we displeased the maid by starting a new table
(b) instead of filling up several old ones, and she made her dis-
pleasure known by the way she waited on us, slamming the
dishes violently onto the table and giving us glum looks.

Class

Degree

- (d) At choir rehearsal Mr. G. announced that at the choir concert the choir would as usual wear white, including white *hose*. The use of the word "hose" was funny.

- (b) One of my friends complaining of her hard time with her original Christmas carol which she had just been harmonizing, said, "I thought I liked the melody, but just look at it now! When he (meaning Mr. G.) sees it, he'll probably say
- (e) 'Now for next time along with your other work, I think you'd better harmonize this over again for three parts women's voices.' Six parts frogs' voices would be better."

Friends had prepared a list of analogies between chemistry and music:

	Music	Chemistry
	organ	organic
	accidentals	accidents
	waits ("are singing in the rain" was first line of original Christmas carol.)	weights
(e)	key tones	ketones
	large	large (amounts)
	pipes	pipettes
	suspension	suspension

- (b) A friend told how she had passed in her organic chemistry notebook without fixing a certain place where she had made a silly comment for her own amusement. The figures for a certain boiling point were asked for, and she had got such an impossible answer that she wrote in "I'd hate to say" very lightly, expecting to come back to it later.

- (d) F told about a mouse in the advanced piano playing class, which ran about from hole to hole in the wall and finally sat in the very middle of the floor in an attitude of listening, while one of the few girls was playing, all oblivious of the disturbing element. When she had finished, Miss C. had asked the class, "Well, did you like that piece?" But they had been too much amused by the mouse to have noticed the piece at all.

- (d) F, who was contemplating inviting the whole end of the corridor to a Sunday morning breakfast party in her room, and was arranging chairs all along the wall, called to us to come and look, and said, "Will you tell me how I can get sixteen people into this room?" It looked hopelessly small.

- (d) I saw someone crossing the quadrangle in a bright red coat and pointed hood—sort of a Little Red Ridinghood affair.

- (d) While I was serving the salad at lunch one of my friends suddenly darted her hand across the table and I struck her with my serving fork which was at that moment descending.

- (b) At choir rehearsal the secretary announced that the Recorder's Office said they thought there would be a choir rehearsal the next evening. She meant to say *lecture* instead of *choir rehearsal*.

- (c) Mr. G. at my organ lesson said to me, "Some people say that Saint-Saëns as a composer is a horrible example of over-developed technique; he isn't, he's a horrible example of lack of inspiration."

Friday, Dec. 3.

F and I were going from Raymond to Music Hall by way of Main early in the morning. We decided not to go in the

Class

Degree

- (b) end door of Main nearest Rocky, but to stay out and go in the big front door. Just then we saw a member of the faculty go up to the same end door and discover that it was locked.

- (b) R and I were both very cold when we got up in the morning, and both shivered and complained of our frozen feet.

- I proceeded into Music Hall and was about to go into a practice room, when F came running after me shouting,
(d) "Give me my thesis." I had forgotten to give her back her black box containing her thesis notes, which I had been carrying for her on the way over.

- In harmony class Prof. G. said, "There's no reason why organists shouldn't use the augmented fifth instead of the
(d) diminished seventh chord to modulate. Just listen." And he played a succession of augmented fifth chords on the piano and it sounded very queer.

- (d) Two little china duck salt and pepper shakers were lying on the bookcase shelf, tumbled over on their sides.

- I laughed when I happened to see D. B.'s face in choir rehearsal. The altos were practicing a certain part to the
(b) words, "And a fair old man," and as she sung, she had a very sad and rather absent-minded expression as if she were thinking of something entirely different.

- F said that during the night her little alarm clock rolled off
(d) the chair onto the floor, and she left it there, but it was picked up by someone during the morning.

Saturday, Dec. 4.

- A friend was telling how slow she was in zoology lab. and how she never could see the things you were supposed to in
(b) the microscope. She described her procedure. "I go twirling the lens down and down further until I smash it onto the bug. Then I have to wipe off the bottom of the lens, and begin all
(d) over again. And after you've smashed about three and still don't see anything, you begin to guess at what the creature looks like." A

- A friend wished to take some cream to her room from the dining table and was trying to be very secret about it because she was sitting next to the faculty table. She lifted
(b) up the cream pitcher, but the plate it was standing on stuck to the bottom of the pitcher a moment, long enough to be raised several inches into the air, before it fell with a frightful clatter onto the table. A

- While reading a history of music book, I came across a large photograph of a monument to Haydn in a street in
(b) some Austrian city. In the foreground at the foot of the monument was a man dressed in clothes of about 1900 style, with his hand in the breast of his coat, very obviously posing.

- On the way to the Cider Mill we had a violent struggle as
(b) to who should carry the empty cider bottle, with the result that both of us fell down in the snow.

- A single pink rose had just been given to us and R in looking for a suitable vase, put it into a large orange glass one
(b) where it looked perfectly awful.

- R complained of the history instructor's method of teaching, "If she's going to lecture, I wish she *would*, instead of
(b) muddling you all up."

Class

Degree

- (d) Five people all working on the same history topic (which was due the next Monday) happened to assemble one by one in the vestibule of the Library and there began to tell each other their woes.

- (b) I am not very good at playing cards and don't know much about it. I was attempting to play bridge, and in dealing the cards I accidentally turned one up. Not knowing what to do with it, I said, much to everyone's amusement, "Shall I take it myself or turn it over?"

- (b) One of my friends' neck gave a loud crack as she suddenly turned her head to one side. Someone asked her, "Oh, did your neck crack again?" She said quite indignantly, "No, not again, but once is enough."

- (b) During a supper party in the room, a friend while reading a book, was asked what kind of a sandwich she would like to have made for her, to which she appeared to answer absent-mindedly, "Oh, a pink one with a green lining."

Sunday, Dec. 5.

(R and I spent Sunday afternoon and evening until midnight writing and typewriting our history topics on "The Empire and the Papacy.")

- (b) At about twelve o'clock, when we had been working for a long time, with the end not yet in sight, without much thinking what I was doing, I began to sing something we had been doing in choir. It first disgusted, and later amused R that I should thus sing in the midst of our trials.

- (e) A friend remarked along about the middle of the afternoon (she was also doing the same history topic), "I've written twenty-two pages, and I've only just killed off Henry IV."

- (d) R and I were amused at the similarity in the wording of our two topics. At one place she had, "Now let us review," and I had, "Now let us go back." We read these parts in an oratorical manner.

- (b) R, reading the title of her topic, "The Papire and the Empacy."

- (b) R, getting her tongue twisted while reading from her paper, "The Italian people who had dreamed of restoring the old *Empy*."

- (d) At about 10 P.M. a friend remarked that instead of 3,000 words, which was supposed to be the maximum allowed for the topic, she had written 5,049.

DIARY 36

Monday, Nov. 29.

- (b) One of the girls mentioned the fact that we were expected to spend at least thirty hours on a certain topic besides the time needed for arranging and copying. My roommate and I, each having so much work to do looked at each other and laughed.

- (d) A girl in the Glee Club suggested to one of her neighbors that we wear overalls and patches to the First Hall Glee Club concert.

- (c) Mr. G. in Glee Club rehearsal mocked our manner of singing "happy" in one of our songs. In a very exaggerated way he sang "hap-py," making a long pause between the two syllables.

Class

Degree

- Miss W. asked us to start our humor diaries on Monday if
- (d) our emotions had not been too disturbed over the vacation, otherwise to put them off until the following Monday.

Tuesday, Nov. 30.

- (e) Mr. T. said that a certain church in Venice was a combination of Byzantine and Gothic architecture, yet in spite of this combination of types, the church was interesting. "You know," he said, "one need not be pure to be interesting." A

- (d) Another girl and myself were discussing marks, and we were especially speaking of the fact that every department has a different system of symbol-marking. Then the other girl said, "Yes, but every department has the sign O."

- (b) I see a man walking across campus all dressed in black. He is smoking and great puffs of blue smoke are issuing from his mouth and concealing his face. A

- (d) One girl said to another who had a cold, "Louise you look different when you have a cold." Louise replied, "I feel different too."

- (c) Mr. G. in Glee Club rehearsal mocked the sopranos' attempts to hit a high note.

- (b) A girl who takes no pleasure in playing bridge was induced to play a few minutes after dinner. She bid once and made it with several tricks to the good. She sat back in her chair and threw back her head exclaiming, "I like to play bridge."

- (b) A girl who plays bridge well and who often talks about the theory of the game and comments upon other people's poor plays, played a poor hand in which she did just about everything wrong.

Wednesday, Dec. 1.

- (e) Two girls who had just gotten out of bed were talking together. One girl said to the other, who had caught cold a few days before, "How is your cough this morning?" The answer was, "Much better, thank you, I had a lot of practice yesterday." A

- (b) In Glee Club rehearsal we were singing a song which ends by the sopranos singing a whole page of "Ah's." One girl who was sitting next to me would sing the "Ah's" for about one line and then because her mouth had been open so long, she would enter upon a long yawn, and would be thus unable to continue the song.

- (b) The warden after supper, when we were gathered around two sick girls in our group who were having tray orders, came in to see whether two girls in the same group could both possibly be sick. One girl in a very mild, meek voice stated her reason for having a tray order, and then the other girl in an equally soft voice stated her reason in turn.

- (b) I tell the girl who is in charge of Glee Club arrangements that the janitor wants to see her. In a most surprised and perplexed way she repeats, "The janitor wants to see me?"

- (b) Mr. G., when we made a very bad mistake in singing a certain song, stopped us by a clap of his hands and then with one of his contagious smiles said, "Well let's go back again to the top of the page."

*Class**Degree*

- At noontime when people were coming out of Main to go to their halls for lunch, one girl was walking between two
- (b) young men with raccoon coats. With no regard for modesty or courtesy the girls stared at the trio, and even after passing them turned around and continued to stare. A

Thursday, Dec. 2.

- I asked one of the girls who takes Botany Lab. the day before I do, what we were going to experiment on. She said that we didn't do inside work in the first two hours, that we
- (b) went out instead. Thursday being the bitterest day so far this season, I was amused because the Botany department has not been conducting outdoor lab. hours since early fall because it was getting so cold.

- The lab. instructor held up a little delicate stem with a few small buds on it and asked us what it was. Several girls
- (b) answered "hickory." Instead it was "elm." Later on in the walk we came across a hickory tree and the instructor cut
- (c) off a small branch and held it up beside the elm branch that we had confused with it. The hickory branch is thick with large juicy buds, the exact opposite of the elm.

- A girl in our group, who is a good imitator of people, acted out a little scene between one of the members of the
- (b) Faculty who is extremely deaf and the class that he instructs. With many exaggerated motions, she held her hand up to her ear and leaned way over as if she was straining to hear what somebody was saying. Thus she continued—first
- (d) asking questions of some member of the class, then calling on someone, and then misunderstanding what they said or not hearing them at all. A

- At luncheon table, when the salad was brought on, the girl who was to serve it looked at it scornfully and said she
- (b) was glad it was cabbage because she would not have to serve any. First, one person at the head of the table asked for some salad and then another asked for some until finally she had to serve everyone at the table except herself. A

- My roommate said that the man she had invited for First Hall was not coming until three o'clock on Saturday, and that she was glad because she had so much work to do.
- (b) And she added that she hoped he would go home early on Sunday. I wondered what the men would say if they knew how little of their time is wanted up here when there is work to be done.

Friday, Dec. 3.

- I have a Spanish mid-semester fifth hour. I do not go back to my hall for luncheon but I go to the grocery store for
- (b) milk instead, to save a few minutes for studying. I laughed at myself for studying up to the last minute because one really learns nothing in those last few minutes of frenzied study; they just give a certain amount of satisfaction.

- My roommate to tease me comes into my room just as I am about to get into bed and jumps onto the bed and wiggles down into the covers. Then she assumes this silly expression of mock sweetness, spreads her hair out on the pillow, and stares up at me in all innocence. A

I see people hustling across campus holding their coats close to themselves and bracing themselves against the

Class

Degree

- (d) wind; I compare this in my mind with those warm days of early fall when people wandered about campus with light frocks.

- A girl who is singing a solo in the Glee Club concert is rehearsing. She is beginning a new verse of her song and all that comes out is something like this—"f-r-r-r-r." Thinking that she was coming in at the wrong time, she stopped then to ask the leader if she was correct. A

- In First Hall, the servants play a trick on Sly and treat him as if he were a lord, bringing food to him and asking him what they can do for him. They walk around the bed and pretend to wait on him, all the time laughing behind his back. A

- A servant dressed as a woman pretends she is in love with Sly, and he tries to imitate a woman, her voice crackling most horribly.

- We were playing bridge for a few minutes after dinner. (d) The game started out with much enthusiasm. In a few minutes the enthusiasm died down and by the third hand no one was paying any attention to the game. A

- One girl took off her shoes after supper while she was sitting on the floor—to be more comfortable. She is very (d) careful and particular about her clothes. She wears a large-size shoe. Another girl picked them up to try them on. The second girl has unusually small feet. The first girl said, "Don't do that, you might stretch them."

- My roommate and I are so busy that we have no time to write letters, darn stockings, or to keep our rooms picked up. (d) We decided that next year it would be a splendid plan to hire an all-round maid who would—and then we entered upon a long discussion of what we would have her do: A

1. Bring us our breakfast in the morning.
2. Attend to our correspondence.
3. Type our topics.
4. Take care of us when we are sick.

Saturday, Dec. 4.

- My roommate at noontime, when there were a good many people in our room, suddenly takes it into her head to induce me to do a certain thing. So while we are talking, (d) she manages to grasp me under the arms, pull me to the floor, and drag me into her room. There she closes the door, sits down beside me and in a very confidential tone begins to explain to me what she desires. A

- One of the girls near us is extremely tall and thin. She (c) insisted that she was not. Another girl said, "Why you certainly are, Hockey. I am always afraid to touch you for fear you will break."

- A girl who wants another helping of meat sends her plate down for more and in the most pitiful tone, meanwhile (b) wrinkling her forehead and nose said, "Please may I have a little meat." I mocked her and then she straightened out (d) her face and asked for what she wanted in a more commanding tone.

- A girl comes home from First Hall to find her room just as she had left it. The bed has not been made during the (b) day, two fur coats, blankets, stockings, shoes and underwear are piled up on top of the bed. The floor is cluttered up with more shoes, clothes that have been dropped, and the A

*Class**Degree*

- (d) dresser is a mess of hairpins, jewelry, powder, etc. We ask her if she expects to go to bed. "Yes," she says in a doubting tone of voice.

- After the Libe closed, a group of us were in one room talking. I mentioned the fact that I was going to go and start the water for a bath. I had scarcely finished talking when there was a wild rush and four girls ran out of the room to get to the favorite bathtub. And I, the one who had suggested it, was left in the room staring after them.

A

Sunday, Dec. 5.

- A girl's name was mentioned. Someone spoke up and said, (d) "She is in my History class. She's funny isn't she?" And then in the same breath she said, "She is very intelligent."

- When two of us are studying very seriously, two other (d) girls in a particularly gay mood, come in dancing. On their heads are Scotch tams, and as they dance the topknots bounce up and down.

- We watched a girl getting dressed up to go out for breakfast with her guest for First Hall. Seven of us stand in one (c) doorway and stare at her. Those who are too short to see over the heads of the taller ones stoop down and look through their knees.

A

- One of the *New York Times*' headlines read, "Three dies (b) from cold snap."

One girl has just received a box of candy. She is passing it around and one girl refuses.

- (d) "What is the matter, Jullie, don't you care for any?"

"I want to be the last and then I'll take what is left."

- It is snowing outside, a beautiful white "Christmasey" (d) snow. In the cellar of the Library a girl is looking for a book all the while unconsciously humming, "It Came Upon the Midnight Clear."

DIARY 59

Nov. 9.

- A group of us were sitting around late one evening eating (b) every conceivable mixture of food from pineapple to toast, and none of us were the least bit hungry—we were just eating for the sake of doing it.

- Was out walking with a girl one evening and she laid her (b) books down on the steps of Students' to avoid carrying them. When we returned, her long essay for the class next (d) hour had blown away—and the essay was entitled "High Wind!"

A

- When I think back to Freshman year and the things we (b) used to do, I am extremely amused.

- It seems so amusing to see the girls in Main go down to (b) the dining room fifteen and twenty minutes early, just to save seats.

Nov. 10.

The philosopher lecturer, Mr. Ainslie, who spoke on (A) Croce, amused me extremely.

Nov. 11.

A meeting of the French Club was held, and it seemed so funny to see hundreds of girls, all of American tongue,

Class

Degree

- (b) each endeavoring to say a few awkward French words to her best friend and trying so hard to speak, when all she would have to do would be to speak English, to glibly carry on a conversation.

Nov. 13.

- I had nothing to do all morning (rather, nothing pleasurable to do) and was hoping for some mail or news of some sort—Nothing all day, and then within seven minutes during the late afternoon, two “specials,” a package and a telegram.
- (d)

Nov. 14.

- The same idea as before—“It never rains but it pours.”
- (d) We none of us had had candy for weeks. Three of us got boxes on the same day.

Nov. 15.

- Visited a number of antique shops to try and make a purchase for a play. None of them were ever in. How do they do business? Pretty funny way to carry on trade.
- (b)

DIARY 83

Monday

- Roommate sitting down hard on chair and hurting the end of her spine. I felt badly, but laughed loudly.
- (b)

A

- Girl in English speech class repeating “Oh thou” with abdominal breathing, many, many times.
- (d)

- Girl unconsciously assuming an expression that looked like the picture I saw in *The Times* of a deer walking down Fifth Avenue.
- (b)

Tuesday

- I was quite highly amused to hear that two of my friends had gotten lost in Poughkeepsie, and walked two hours on the side streets.
- (b)

- Girl calling me frowsy, and I calling her frumpy. We have undoubtedly, perverted senses of humor, as this seemed to be quite riotously funny at the time, for no reason at all.
- (c)

A

Wednesday

- Washing stockings with V. I never look at her without laughing—she has such a big cute mouth.
- (b)

- Lying on the bed reading a paper with Joe. She was holding paper, and as her elbow was resting against her side, with every breath, it would move. The more we laughed, the more the paper would move from side to side.
- (d)

A

Thursday

- Incident in the paper—girl had police sent after her by her family, for living with a boy. He said, “but I want to marry the girl” and she said, “I didn’t know we had to be married, I thought we’d just set up housekeeping.” Painful ignorance is quite amusing.
- (b)

- I kicked Joe’s soap dish out of her hand, so she soaked my face with her wash cloth. Very loud laughter.
- (c)

A

<i>Class</i>		<i>Degree</i>
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Friday

- (b) Girl washing windows of our room, in a turtle neck sweater with sleeves rolled up. She looked so absurd we laughed hysterically. A

- (b) Watching a girl on a bike out in front trying to pick up the bike, ride it, and still hold on to about six huge packages. She would drop one, or two of them regularly. Exceedingly funny. A

Saturday

- (b) Someone in English while reading poetry asked if bosom was pronounced busum or boozum. The professor said (d) either, just so you don't pronounce it buzzum. The idea of anyone calling it that was moderately amusing to the class.

Sunday

- (b) I asked Gert to shut the window when she went that way. She looked blankly at both windows, which were closed. And suddenly I realized that I meant for her to turn on the light. Ridiculous lapse of memory, or loss of mind, or something—maximum amount of mirth. A

DIARY 85

Tuesday

History class.

- (d) P. "Miss B., what is your authority for your statement?"
B. "I lived there."
P. "Why, bless my soul, you are a primary source!" A

Wednesday

Bible class.

- (d) Prof. A. "And Jeremiah said to God, 'What's the big idea?'" A

German class.

- (d) Pupil. "Ach, Ich bin so hungrig!"

Thursday

History class.

- (b) P. "They had a very elaborate tea ceremony first,—then (e) all the guests passed out." A

Friday

History class.

- (c) P. "Japanese poetry is so original, it can't be translated even to-day."
(c) P. "The American control of Nagasaki cramped the style of the church."

Saturday

- (b) B was dieting—did without her lunch and sat eating raisins in the Library.

- (b) Someone else observed how fattening raisins were.

- I asked B her name. She said she didn't remember. B (b) was obviously trying to be funny.

In reading on Anger.

Class

Degree

Image of A "mentally" knocking B down the street to
(b) satisfy his emotion.

A, being mentally cutting—saying in imagination, "Of
(d) course *you* come . . . , *you* wouldn't know any better!" A

(d) I had so often experienced the same feelings myself.

Sunday

(b) The drawling way B talked.

(b) The awkward way B stumbled over a rut in the road.

Monday

B climbing up on the window sill to hang curtains. B is
(b) usually very prim.

C, who is taking English speech tried to talk in the proper
(b) way. A

The Faculty-Senior choir. Their mistakes in walking out
(b) in two's.

(d) Two dolls dressed as "Olga" and "her Volga Boatman."

B forgot to try out for choir. When reminded she said,
(b) "I'll join anyway."

DIARY 100

Thursday, November 11.

German class.

Miss S. made a delightfully sarcastic remark to a girl
(c) who used the wrong German auxiliary. A

(b) Someone addressed my roommate as "Bessie."

(b) Heard a story about two of our more elderly Faculty.

Economics class.

(b) Mr. M. read an extract from life in a Puritan Family.

His lengthy enumeration of the duties of an early Ameri-
(b) can housewife.

His remark that soft soap, which was formerly made and
(e) used by the early families, is probably unknown to us except
in the slang expression.

Next-door Faculty visited by a mouse. Her expressed be-
(b) wilderment to the man who came up to fix the mouse hole
as to why the mouse should always dart out of the hole in
the direction of the food chest. A

Walk to the Cider Mill.

Conversation harked back to the days of Freshman Hy-
(d) giene and the far famed Cambrian Sea. Also the Cambrian
Sea's reappearance in Junior Lectures. A

The usual study and comments on the decorative elements
(b) of the Cider Mill after arriving there.

Discovery of an addition to the collection in the form of a
(b) visage hewn out of a cocoanut.

Conversation about Chapel the previous night. Great
(b) numbers had come expecting to be told of the new chapel
plan, only to be told by Prexy that this would be announced
Friday night.

M's description of the lecture the night before in which
(b) the speaker had distinguished himself by his forgetfulness. A

Someone innocently mentioned "picking up a street car"
(e) at a certain place, and our literal interpretation of the
phrase. A

<i>Class</i>	<i>Degree</i>
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- | | |
|---|---|
| Contribution to the conversation by one who had been to
(c) Bryn Mawr where their president once told them that only
50% of the Bryn Mawr graduates marry and 80% have
children. | A |
|---|---|

- | | |
|---|---|
| Definition of a perfect lady made by same president: One
(c) who bathes twice a day and says nothing about it! | A |
|---|---|

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|--|--|
| Spontaneous Vassar reaction to statement. All chimed
(d) into Dr. T's song about "Now we take our daily bath, etc."
(b) Awkward stumbling in the darkness coming home. | |
|--|--|

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|---|--|
| Late for chapel in spite of hurry. Sang a hymn to try to
(d) redeem ourselves. | |
|---|--|

Friday, November 12.

German class.

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|---|--|
| Found Miss B. holding forth in German instead of Miss S.
Reading German. Expression of "ein Blatt vor den Mund
(d) nehmen" meaning to speak guardedly. Literal translation:
Hold a leaf in front of the mouth. | |
|---|--|

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|---|---|
| Study in art library suddenly interrupted by Mr. T. walk-
(b) ing through and cheerily humming a tune. | A |
|---|---|

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|---|--|
| Tried on dress at Franklin Simon exhibition. Too small,
(b) tight to point of immodesty. | |
|---|--|

- | | |
|--|--|
| Roommate bought a bathrobe at Franklin Simon's for a
(d) two-year-old nephew. | |
|--|--|

- | | |
|--|--|
| Suggestion by someone that nephew could wear it as a
(d) blazer when he outgrew it as a bathrobe. | |
|--|--|

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|---|---|
| Expedition to the Pine Walk. The appearance of a dog
(d) with a pine-cone resembling a large fat cigar in his mouth. | A |
|---|---|

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|--|--|
| His frenzied way of chewing it reminded us of the movie
(b) actor, Theodore Roberts, which name we bestowed upon him. | |
|--|--|

- | | |
|--|---|
| Member of Faculty walked through Main dining room, ab-
(b) solutely unconscious of the fact that the back of her hair
had fallen down. | A |
|--|---|

Saturday, November 13.

- | | |
|--|--|
| Reference made to the members of the News Conference
(c) as "die Journalisten," a play we had just read for German.
Hockey game. | |
|--|--|

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|---|--|
| One member of the team lived up to her reputation of
(b) taking innumerable falls. | |
|---|--|

- | | |
|--|--|
| (b) Abnormally thin player on Buccaneers Team. | |
|--|--|

- | | |
|--|--|
| Discussion of four girls as to where they would eat dinner
(b) downtown. One girl said the only place she would eat was
the T-Market. Another said she would eat any place but
there. | |
|--|--|

- | | |
|---|--|
| Visit to the Retreat and the unappetizing assortment of
(b) foods that met our eyes. | |
|---|--|

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|--|---|
| E. in despair resolved to try some so-called gingerbread.
(b) Her discovery after depositing the dime that the bread con-
tained raisins, a food decidedly distasteful to her. | A |
|--|---|

- | | |
|--|---|
| (b) Efforts to reclaim dime by shaking the bank. | A |
|--|---|

- | | |
|---|---|
| (b) Story about member of the English Department. | A |
|---|---|

- | | |
|--|---|
| Description of a class consisting of three girls, two of
(c) whom are highly intellectual, as told by the third member. | A |
|--|---|

Class

Degree

- The reference to my two small teddy bears and large
(d) woolly dog as Romulus and Remus and the wolf.

- Reverted to childhood at the dinner table and played
(d) games such as "I pack my trunk for Europe . . ." and "My Grandmother likes . . ."

- Two people at the table, having indulged too heartily in
(b) a picnic lunch earlier in the day, ate shredded wheat for dinner.

- The discovery of a certain girl entertaining a young man
(b) at dinner in the Main dining room.

Sunday, November 14.

- Dreamed a very hilarious dream which I told my room-
(d) mate on arising. A

- Sermon: Preacher's description of a flower garden and
(b) the absurdity of one's saying that no gardener had had anything to do with it.

- The term, "Blue domer," applied to one who scorns going
(c) to church but prefers to worship nature.

- Picture in the *Times* of Queen Marie wearing an Indian
(b) headdress.

- Discussing our childhood at lunch and the way we were
(b) brought up to observe Sunday.

- Description of a play which a member of the play-writing
(b) class had read. A

- Argument about a skeleton my roommate picked up on
(d) the beach this summer, as to whether it was a fish or a cat.

- People seen at Alumnae House at supper time. Freshman
(b) with three Faculty.

- (b) K. telling me about an episode she had with hard cider. A

Monday, November 15.

Psych lecture.

- (d) Origin of frown to keep sun out of eyes.

- (d) Sneer: Survival of snarl when meeting an inferior enemy.

- Picture of dog rolling on the ground when happy as op-
(d) posed to stiffness in anger.

- Picture of a dog wagging his tail when friendly in con-
(d) trast to putting it between his legs in flight.

- Giving right hand in greeting is survival of handing over
(d) chief weapon.

- Miss W.'s facial expressions in response to disagreeable
(b) news and pleasant news.

Economics.

- Member of class coming forth with some astounding sta-
(d) tistics.

- Member of class not conscious that she was being called
(b) upon and, after long silence, her sudden awakening to real- A
ization.

- Article read by Mr. M. about the idle rich woman of to-
(c) day.

Lecture.

- In the midst of much noise and moving about, Dr. T.
(b) clapped her hands and called out, "Keep still!" A

<i>Class</i>	<i>Degree</i>
Two interruptions in lecture by messenger girl walking (b) down the aisle and talking to speaker.	
Speaker's assurance that she was about to convulse us (b) with laughter. By the end of the lecture people were still in doubt as to where and what the humor was.	
(b) Mandolin Club practice. Playing was painfully terrible.	
(b) Several unusual Faculty members attended chapel.	A
(d) Played "Hangman" with E. in the Retreat.	
(b) Looked over old picture albums with my roommate.	A

Tuesday, November 16.

At breakfast discussed article Mr. M. read to us yesterday
(c) and applied it to people we know.

After making my bed discovered it was the morning for
(b) clean sheets.

Expression in psych. lab. manual about "pushing the eye
(b) gently out of position."

Conversation at lunch.

Suggestion that on such stormy days they should have a
(d) canopy for Seniors to walk to classes under.

(b) Also the thought that Freshmen should go around with
(d) blotters to dry up the puddles under foot.

(b) M. told of an episode in the psych. lab. A

F. bumped squarely into Prexy as she opened the Main
(b) door. A

Art. Few people there on account of storm.

Mr. C. called at least ten names in the roll before anyone
(d) answered.

(b) F. drew a picture of Mr. C. while he was talking.

(b) Story told at dinner about an American in France.

(b) Mr. R. eating at a table in Main with five Seniors.

Wednesday, November 17.

Article in the *New York World* about the bob being sub-
(b) stituted by long hair worn in the form of a "halo" or an A
"inebriated X" at Vassar.

Economics.

Discussion of the growth in the number of restaurants in
(b) modern society and the attitude that people once held to-
ward them.

Art.

Mr. T. discussed types of Roman architecture. His ex-
(e) pression: "Now that you have had your Baths we will
pass on to the Basilicas."

Art Conference.

Irreverent association in my mind of the resemblance of
(b) a picture of an early Christian church and campanile to a
modern barn and silo.

Lunch.

Our conversation denouncing people who read and copied
(b) notes from those who sat next to them.

While in Messenger Room overhead a telephone conversa-
tion in which a Freshman was incongruously addressing
(b) her mother as "Mother dear" and at the same time criticis-
ing her in quite harsh terms for not allowing her to do
something.

Class

Degree

Lincoln Center.

- (d) Conversations of children there.

- Two of them accompanied me to the street car and, at
(d) the corner of Main and Market Streets as I was about to board the car, they touched me and ran off loudly calling out, "last tag!"

- (d) Articles in the nursing school down there.

- Story of a geology trip to the Catskills which took place
(b) last week-end as told by a most unathletic member of the expedition.

A

DIARY 3

This diary is presented as a sample of one very difficult to separate into items and to classify. The diary author omits to indicate the degree of her amusement at these events.

- Miss W. said in class as she made some remark, "That's
(c) a rhetorical question. I don't expect you to answer it."
And I was amused, because one of the students has a habit of always answering such questions. I suppose there's a
(b) certain meanness in being amused by this; it's a sort of way to vent your annoyance at the person. But it was funny.
A part of the amusement I suppose is our tendency to laugh
(a) at (and sometimes feel embarrassed by) any departure from the ordinary.

- One day I got very angry. Having two incorrigibly messy roommates, I went home one dull day in the rain to find the living room window open, the new window seat sopping, the room in an indescribable state, the lamps broken, and nothing but a sickly ceiling light; a precious operetta score—written out music and words by the composer's own hand—smirched with rain and scattered here and there about the room; and a rule had disappeared from my desk—precious rule—probably taken by one of the roommates in a hurry to use for purposes of spreading jam. Sudden smile; know I'm angry because the rule I want is to do work I should have done last year, and am doing now in desperation; think how characteristically charming if
(d) exasperating of roommates to have done that; smile at their incorrigibility and my anger; warm feeling of good humor. Turn attention in peace to other things. (Have discovered in process of this diary that a sense of humor is rather healthful and rarely indulged in.) All taking place much more quickly and lightly, if I may put it so, than it takes to tell. Seemed really funny then, though it sounds ridiculous now.

- Two student directors asked two girls to come to rehearsal of a club play at the precise hour and day when the
(b) two girls were to be the hostesses at the club's first meeting, to which the directors had already been invited and accepted. I had even helped in plans for the meeting. Thought this very funny, possibly partly because of the close relationship of the four girls; also the club meeting was to be a most important affair and had been much talked of among the four. Presume this is more irony than humor.

- Amused in chapel, because, saying to my neighbor that I
(d) disliked to walk out of chapel, she asked if I had rather crawl, and then we thought of one silly way after another of making our departure from the halls of reverence—
(d) somersaults, handsprings, etc.—and had difficulty in calming down.

Statistical Results of the Classification

TABLE 1

Class (a) ;	54 items;	.013 of the diary items.
Class (b) ;	2257 items;	.53 of the diary items.
Class (c) ;	493 items;	.12 of the diary items.
Class (d) ;	1196 items;	.28 of the diary items.
Class (e) ;	217 items;	.05 of the diary items.

The superiority class, (b) and (c), 2750 items, .65 of the diary items; the incongruity class, (d) and (e), 1413 items, .335 of the diary items.

Class (a)

Items of class (a) are reported in 38 diaries only. No diary reports more than 3 (a) items. In proportion of (a) the 38 diaries range from .11 to .005. As these items are few, they constitute a greater proportion of the shorter diaries. The proportion of (a) correlates negatively with length of the diaries, the correlation being $-.72$ ($PE \pm .06$). At the same time, the proportion of (a) in the diaries correlates negatively with the academic standing of the diary authors, the correlation being $-.41$ ($PE \pm .09$). This negative correlation is partly due to the positive correlation between academic standing and diary length, this being $+.25$ ($PE \pm .07$) for the 100 diaries, and $+.29$ ($PE \pm .10$) for these 38 diaries. When diary length is considered constant for these 38 diaries, the negative correlation between proportion of (a) in the diaries and academic standing of the diary authors is $-.30$. It is then an attribute of the poorer students to laugh out of proportion at nothing in particular. This finding supports the opinion of some writers on humor, that readiness to laugh is not an accompaniment of intellectual maturity. "With young persons past childhood, when they are in high spirits, there is always much meaningless laughter," says Darwin (34). Meredith describes two kinds of people, those who do not laugh at all, and those who laugh too easily. Of the former he says; "The old grey boulder-stone that has finished its peregrination from the rock to the valley, is as easily set rolling again, as these men laughing." Of the latter he says; "We have another class of men who are pleased to consider themselves antagonists of the foregoing, whom we may term hypergelasts; the excessive laughers, ever laughing, who are

as clappers of a bell, that may be rung by a breeze, a grimace; who are so loosely put together that a wink will shake them." . . . "‘C’est n’estimer rien qu’estimer tout le monde’; and to laugh at everything is to have no appreciation of the comic of comedy" (35). In the present findings, the better students report longer diaries, but are not ready to laugh at nothing, nor to consider the things they laugh at as excessively funny (p. 52 and p. 66).

The Superiority Class

Classes (b) and (c) are combined and treated together as the superiority, or personal class. There are in the diaries 2570 items of this class, or .65 of the total number of items for the group. All the diaries report items of this class. The range in proportion of the total of each diary is .84-.39. Only five diaries consist of less than .50 of this class. The interquartile range is .59-.70. The predominance of this class in the diaries suggests that theories which explain humor as consisting in the enjoyment of a social and personal superiority are nearer covering the field than theories which totally reject the element of the inferiority of another in humor. Campbell holds that laughter is "associated with the perception of oddity, and not necessarily with degradation or contempt" (36). Now it may be that these diary authors consider these items funny because they are odd and not because they are personal inferiorities; but any "perception of oddity" theory of humor has to explain why so many of these oddities are personal inferiorities of some sort.

The proportion of this class in a diary is assumed to be indicative of the diary author's tendency toward a personal, superiority type of humor. The diary authors are ranked in the order of diminishing proportion of the superiority class in their diaries, and not divided into a superiority and an incongruity group. Correlations reported between the superiority class and any other measure in this work are in terms of this ranking. There is no correlation between proportion of the superiority class and academic standing of the diary authors. To laugh at the defects of others is legitimate from an academic point of view. Hobbes says, "It is Vain Glory, and an argument of little Worth, to think the Infirmary of another sufficient matter for his Triumph" (37). When the infirmity

is trivial, however, this is not true; a group of college students is probably civilized enough to have any amusement at the serious infirmity of another ruled out by some other practical or necessary reaction, incompatible with humor. This is a matter of conjecture.

The Incongruity Class

Classes (d) and (e) are combined and treated together as the incongruity, or impersonal class. There are in the diaries 1413 items, of .335 of the total number of items for the group, which are, relatively if not completely, abstracted from persons. The range in proportion of the total of each diary is .54 — .14. All the diaries report items of this class also, but no diary reaches in proportion of incongruity items the upper limit of the lowest quartile of the group in proportion of superiority items. With the exception of the (a) items, the proportion of incongruity in a diary is the difference between the proportion of superiority and 1.00. Measures which correlate positively with the superiority class, correlate negatively with the incongruity class, and vice versa. There is no correlation between academic standing and proportion of this class in the diaries.

Class (e)

Class (e) is part of the incongruity class, but is also treated by itself. There are in the diaries 217 (e) items, or .05 of the total number of items; these are reported in 71 diaries. The greatest number reported in one diary is 17. The range in proportion of (e) in the 71 diaries is .28 — .01. The (e) items being few in number, the proportion of class (e) is more apparent in the shorter diaries; so that the proportion of (e) in the diaries correlates negatively with the length of the diaries; the correlation is $-.32$ ($PE \pm .08$). At the same time, the proportion of (e) in the diaries correlates positively with the academic standing of the diary authors, the correlation being $+.22$ ($PE \pm .08$). Since diary length and academic standing also correlate positively ($+.25$), when diary length is considered constant, the correlation between proportion of (e) in the diaries and academic standing of the diary authors becomes $+.33$. The better students report a greater proportion of incongruous ideas as funny in their diaries.

Summary of the Classification of the Humor Diaries

An analysis of each diary into a number of items before classification, shows that the diary authors of higher academic standing write the longer diaries.

There are 4217 items in the 100 diaries.

The classification which is adopted as applicable to the material in the diaries, is derived particularly from definitions of funny things in theories of humor.

The definitions fall into two classes, the defective and the incongruous, which is not a clear differentiation. The further differentiation of connecting the defective with people, and the incongruous with situations or ideas is made.

The two classes decided upon are the personal, superiority class, in which the laughable is the inferiority of a person, and the impersonal, incongruity class, in which the laughable is an incongruous situation or idea.

A small proportion of items in the diaries falls into a class by itself, that of laughter without a laughable cause. This class correlates negatively with academic standing.

The personal, superiority class includes .65 of the total number of items; the impersonal, incongruity class approximately .34 of the total number of items. Theories which define humor as personal and involving the defects of people, cover more of the field than theories which define humor as the perception of incongruity alone.

No diary author exclusively reports one class but only relatively. The proportion of the superiority class in a diary is assumed to be indicative of the diary author's tendency toward a personal, superiority type of humor.

Neither the superiority nor the incongruity class has any relation to the academic standing of the diary authors.

The class consisting of incongruous ideas only, a part of the impersonal, incongruity class, when analysed by itself, shows that the diary authors of higher academic standing report in their diaries a greater proportion of incongruous ideas.

RELATION OF TENDENCIES IN HUMOR TO TEMPERAMENTAL TENDENCIES

The tendency of the diary authors toward one or another type of humor, in its relation to their temperamental differences was studied in the following way:

Leslie R. Marston published in 1925, in the *University of Iowa Studies*, a monograph entitled, *The Emotions of Young Children*. There is in the monograph a rating sheet, consisting of twenty pairs of alternative traits, one of each pair intended to describe an extrovert and the other an introvert (38). It is entirely possible to use this sheet on adults and by changing it slightly in a few places to make it self-administering as well as applicable to others. This extrovert-introvert balance sheet was used especially in order to get a rating of the diary authors indicating the degree of their self-confidence in their social intercourse, and a rating indicating the degree of their sociability. It seemed more convenient and reliable to extract such ratings from the number of traits that are presented in this sheet without drawing particular attention to any one of them, than to get ratings directly for confidence and sociability. It is known that all the traits indicating confidence and all the traits indicating sociability are extrovert traits on L. R. Marston's sheet. The sheet is given below.

Directions (39). Put (1) before that one of each pair of alternative traits toward which the subject inclines. Put (2) if the tendency is marked. Do not omit any.

Note. The sheet as it is given here, is supposed to rate a 100% extrovert.

TRAITS

1

- | | |
|--|---|
| () Is self-conscious; easily embarrassed; timid or "bashful." | (1) Is self-composed; seldom embarrassed; perhaps is forward or "bold." |
|--|---|

2

- | | |
|---|---|
| () Avoids talking before a group; when obliged to talk before a group, finds it difficult. | (1) Eager to express himself before a group; likes to be heard. |
|---|---|

3

- (1) Prefers group activities, work or play; not easily satisfied with individual projects. () Prefers to work and play alone; tends to avoid group activities.

4

- (1) Insistent upon the acceptance of his ideas and plans; argumentative and persuasive. () Not insistent upon the acceptance of his ideas and plans; agrees readily with others' wishes; compliant and yielding.

5

- () Inclines toward activities requiring care; good in details; "careful." (1) Prefers activities demanding pep and energy, but not exacting care; perhaps is neglectful of details.

6

- () Deliberative; slow in making decisions; perhaps even on minor matters, overly cautious. (1) Impetuous and impulsive; may plunge into situations where forethought would have deterred him.

7

- (1) Keenly alive to environment, physical and social; live curiosity. () Rather indifferent to external events; tends to detachment from environment.

8

- (1) Self-confident and self-reliant; tends to take success for granted; strong initiative; prefers to lead. () Lacking in self-confidence and initiative; a follower.

9

- () Reserved and distant except to intimate friends; does not form acquaintanceships readily. (1) Hearty and cordial even to strangers; forms acquaintanceships very easily.

10

- () Tends to depression; frequently gloomy or moody. (1) Tends to elation of spirits; seldom gloomy or moody.

11

- (1) Rather insensitive and indifferent to others' opinions; independent. () Very sensitive and easily "hurt"; reacts strongly to praise or blame.

12

- (1) Not given to worry or anxiety; carefree. () Worries over possible misfortunes; "crosses bridges before coming to them."

13

- () Shows preference for a narrow range of intimate friends, and tends to exclude others from his association. (1) Seeks broad range of friendships; not selective or exclusive in games, etc.

14

- () Slow in movement; deliberative or perhaps indecisive; energy output moderate or deficient. (1) Quick and decisive in movement; pronounced or excessive energy output.

15

- () Shrinks from making new adjustments; prefers the habitual to the stress of reorganization required by the new. (1) Adaptable to new situations; makes adjustments readily; welcomes change.

16

- (1) Turns from one activity to another in rapid succession; slight perseveration tendency. () Marked perseveration tendency; does not abandon an activity readily regardless of success.

17

- () Emotions not freely or spontaneously expressed. (1) Emotions such as sympathy, delight, sorrow, anger, jealousy, etc., readily expressed.

18

- () Secretive, seclusive and "shut-in"; not inclined to talk unless spoken to. (1) Frank; talkative and sociable; does not stand on ceremony.

19

- (1) Makes the best appearance possible; inclined to "bluff" or "show off"; perhaps conceited. () Often represents himself at a disadvantage; modest and unassuming; underestimates his own abilities.

20

- () Does not pass quickly from elation to depression; constancy of mood. (1) Frequent fluctuations of mood; tends to frequent alternations of elation and depression.

At the end of the sheet was added the request: Give the subject a grade in *sense of humor* 1-5, five being the highest. These *sense of humor* ratings, are treated by themselves, not included in the extrovert-introvert results (p. 75).

One of these sheets was given to each diary author to rate herself, and three were given to three of her friends to rate her.

Discussion of Results Obtained from the Rating Sheets

The scoring of these sheets and the scores are discussed first and the relation of the results to the diaries later.

To score the sheet as a whole, the sum of the numbers 1 and 2 placed before the extrovert traits only is found, and divided by the sum of all the numbers 1 and 2 placed before all the traits. This gives the degree of extroversion of the subjects rated. The subjects are thus not divided into extroverts and introverts, but listed according to degree of extroversion. The three sheets rated by each subject's friends are combined and scored in the same way as the self-rated sheets. The self-rating and the friends' rating are kept separately.

TABLE 2

	<i>Self-rating</i>	<i>Friends' Rating</i>
Highest degree of extroversion	.95	.92
Lowest degree of extroversion	.0	.03
Average	.46	.47
Interquartile range	.57-.33	.64-.32

The group as a whole is a little more introvert than extrovert, both in its own opinion and in the opinion of its friends (40). The correlation between the degree of extroversion obtained from the subjects' self-rating and that obtained from their friends' rating is $+.70$ ($PE \pm .03$). Their friends give them very much the same rating as the subjects give themselves (41).

To get a rating indicative of confidence and a rating indicative of sociability a partial analysis of the sheet is made. Five pairs of alternative traits involving different phases of confidence, or its absence, are grouped together and used as a unit. Also, five pairs of alternative traits involving phases of sociability are grouped together and used as a unit.

The confidence traits used together are 1, 4, 8, 11, 19 on the sheet (42). They are repeated below with the extrovert trait always on the left and its alternative, introvert trait on the right.

1. Is self-composed; seldom embarrassed; perhaps is forward or "bold."

Is self-conscious; easily embarrassed; timid or "bashful."

4. Insistent upon the acceptance of his ideas and plans; argumentative and persuasive.

Not insistent upon the acceptance of his ideas and plans; compliant and yielding.

8. Self-confident and self-reliant; tends to take success for granted; strong initiative; prefers to lead.

Lacking in confidence and initiative; a follower.

11. Rather insensitive and indifferent to others' opinions; independent.

Very sensitive and easily "hurt"; reacts strongly to praise or blame.

19. Makes the best appearance possible; inclined to "bluff" or "show off"; perhaps conceited.

Often represents himself at a disadvantage; modest and unassuming; underestimates his own abilities.

A confidence rating is obtained from these five pairs by considering the extrovert trait of the pair as positive and the introvert trait as negative, and finding the algebraic sum of the five choices. Thus a subject with a marked tendency toward the extrovert traits would put a (2) before the extrovert side of each of these five pairs and her confidence rating would be +10; a subject with a marked tendency toward the alternatives would have a confidence rating of -10. A subject choosing some of the extrovert and some of the introvert traits would have her rating approaching 0 on the positive or on the negative side. The range of the confidence ratings is shown in Table 3.

TABLE 3

	<i>Self-rating</i>	<i>Friends' Rating</i>
Highest confidence	+3	+7.33
Least confidence	-9	-7.33
Average	-1.2	-.16

The average confidence rating is lower when the group rates itself, than when it is rated by its friends. In the self-rating there are 32 subjects whose confidence rating is plus, 6 whose confidence rating is 0, and 62 whose confidence rating is minus. In the friends' rating there are 52 subjects given a plus rating, one a 0 rating, and 47 a minus rating.

This underestimation of one's own confidence, however, is not true of the 32 subjects with a plus self-rating in confidence. The average of these 32 in their own opinion is +2.7; in their friends' opinion it is +2. The confident then are confident enough to rate themselves higher than they rate in their friends' opinion. The 62 subjects with a minus confidence self-rating average -3.3; in their friends' opinion their average is -1.4. The 6 who rate themselves 0, average to +1.2 in their friends' opinion. The overestimation of the confident is not enough to cancel the underestimation of the not confident.

That the group as a whole tends to judge itself as lacking in confidence and that the not confident tend to underestimate whatever confidence their friends think them to have, may be explained in two ways. Hollingworth found in his experiments described in *Judging Human Character*, that if a trait was "reprehensible," the subjects in a group tended to underestimate their own possession of that trait (43). Perhaps the extrovert side of the five pairs of traits from which this confidence rating is obtained, does not describe an "admirable" young person. This would be one explanation of the underestimation of confidence as confidence is described here. Another explanation is that those who lack confidence, perhaps appreciate their own lack more than they show it to their friends.

It is not necessary to report here data showing that the fall in friends' rating parallels the fall in self-rating fairly consistently. This would have to be true since the friends' rating and the self-rating on the complete extrovert-introvert sheet show a +.70 correlation (p. 41), and the five pairs selected here constitute one-fourth of the whole sheet. The parallel fall, however, is more obvious in the low confidence ratings than in the high or in the average. This may mean that when confidence is low, the lack is apparent to the subject's friends and the two sets of ratings agree; but when confidence is average, or even high in the subject's own opinion,

the degree of its presence is judged differently by each of her three friends, and their combined rating does not always agree with her own rating.

The sociability traits used together are 3, 9, 13, 17, 18 on the sheet (44). These are repeated below with the extrovert trait always on the left.

3. Prefers group activities, work or play; not easily satisfied with individual projects.

Prefers to work and play alone; tends to avoid group activities.

9. Hearty and cordial even to strangers; forms acquaintanceships very easily.

Reserved and distant except to intimate friends; does not form acquaintanceships readily.

13. Seeks broad range of friendships; not selective or exclusive in games, etc.

Shows preference for a narrow range of intimate friends, and tends to exclude others from his association.

17. Emotions such as sympathy, delight, sorrow, anger, jealousy, etc., easily expressed.

Emotions not freely or spontaneously expressed.

18. Frank, talkative and sociable; does not stand on ceremony.

Secretive, seclusive and "shut-in"; not inclined to talk unless spoken to.

A sociability rating is obtained from these five pairs by treating them in the same way as the five pairs of confidence traits. Here, too, the widest range in ratings theoretically would be from +10 to -10. The range of the sociability ratings is shown in Table 4.

TABLE 4

	<i>Self-rating</i>	<i>Friends' Rating</i>
Highest sociability	+10	+6.67
Least sociability	- 9	-7.33
Average	- .36	- .17

Both averages are near the 0 rating. In the self-rating 44 subjects give themselves a plus sociability rating, 3 a 0 rating, and 53 a minus rating. In the friends' rating, 46 subjects are given a plus rating, 4 a 0 rating; and 50 a minus

rating. The tendency of the group here, too, is toward a low self-rating, but not as much as in the confidence rating.

The 44 subjects whose self-rating in sociability is plus have an average self-rating of $+3.86$; their average rating in their friends' opinion is $+2.58$. The average rating of the 3 with a 0 self-rating, is $+.56$ in their friends' opinion. The average self-rating of the 53 subjects who rate themselves minus in sociability is -3.89 ; their average rating in their friends' opinion is -2.49 . With these results the overestimation of the sociable and the underestimation of the not sociable just about cancel each other.

In the sociability rating, the fall in friends' rating parallels the fall in self-rating more consistently than is the case with the confidence ratings. Probably the traits selected to represent sociability can be judged objectively better than the traits selected to represent confidence. Consequently, self-rating and friends' rating agree better where sociability is concerned than where confidence is concerned. Further analysis is not necessary for the purpose of the present study.

It is interesting, however, to note here the absence of any relation between confidence and sociability in the self-rating. Of the 32 subjects who rate themselves plus in confidence, 16 rate themselves plus in sociability and 16 minus in sociability; their average in sociability comes to 0. Of the 6 who rate themselves 0 in confidence, one rates herself 0 in sociability, 3 rate themselves plus, and two minus; their average is $-.17$. Of the 62 who rate themselves minus in confidence, 25 rate themselves plus in sociability, 2 rate themselves 0, and 35 rate themselves minus in sociability; their average self-rating in sociability is $-.56$. The two sets of self-ratings neither parallel nor contradict each other.

In the friends' rating, confidence and sociability show a small relation. Of the 52 subjects who are given a plus rating in confidence, 31 are given a plus rating in sociability, 19 a minus rating and 2 a 0 rating; their average sociability friends' rating is $+.95$. The one who is given a 0 rating in confidence, is given a -1 in sociability. Of the 47 who are given a minus rating in confidence, 15 are given a plus rating in sociability, 30 a minus rating and 2 a 0 rating; their average sociability friends' rating is -1.20 . This suggests that confidence and sociability are not as differentiated in the friends' rating as they are in the self-rating.

Confidence, sociability, and degree of extroversion bear no relation to academic standing (45).

Summary of Results Obtained from the Rating Sheets

From the Marston extrovert-introvert sheet, three double ratings are here obtained for each subject. These are:

1. Degree of *extroversion*, obtained from the sheet as a whole. Self-rating and friends' rating agree.

2. A rating indicative of *confidence*, obtained by arbitrarily selecting five pairs of traits that describe different phases of what is generally termed confidence in social intercourse, and using the combined five choices as a unit. Self-rating and friends' rating agree fairly, but not very well.

3. A rating indicative of *sociability*, obtained by arbitrarily selecting five pairs of traits that describe different phases of what is generally termed sociability, and using the combined five choices as a unit. Self-rating and friends' rating agree more closely in judging sociability than in judging confidence.

In the self-rating, confidence and sociability, as rated by the present choice of traits, bear no relation to each other. In the friends' rating, confidence and sociability are to a certain extent parallel.

*Relation of the Ratings Described Above to the
Humor Diaries*

The degree of extroversion of the diary authors does not correlate with the length of their diaries. The correlation is $+.09$ ($PE \pm .07$), which is obviously insignificant. (This is self-rated extroversion.) The extroverts then need not write the longer diaries.

The degree of extroversion of the diary authors correlates positively with the proportion of the superiority class of items in their diaries. The correlation is $+.59$ ($PE \pm .05$. Subjects 99) between self-rated degree of extroversion and proportion of the superiority class; and $+.50$ ($PE \pm .05$. Subjects 100) between degree of extroversion as rated by friends and proportion of the superiority class. The extroverts then, as described in the Marston extrovert-introvert sheet, tend to find in the course of the week a greater proportion of humorous

events involving the inferiority of another person than events involving incongruity alone. They belong to the superiority type of humor. Several interpretations suggest themselves. If there actually are more humorous events involving the degradation of people than involving pure incongruity, as the diaries show (p. 34), and the extrovert is also more involved with people than is the introvert, the extrovert would meet more such events than the introvert. Nevertheless, she does not write a longer diary. If the extrovert finds her enjoyment in her social relations and the introvert in her non-social occupations, the extrovert may not have the habit of enjoying impersonal incongruities. If humor cannot co-exist with any other emotion, and the introvert is not at ease with a group, whatever personal degradations take place in the group, she may tend to condense, while the extrovert may tend to describe these in detail.

The relation between the confidence rating of the diary authors and the length of their diaries as well as between the former and the proportion of the superiority class in the diaries is given in Tables 5 and 6. (For group values see p. 34.)

TABLE 5
Self-rating

<i>Confidence</i>	<i>Diary Items</i>	<i>No. in Group</i>	<i>Superiority %</i>
+4 and above	54	9	.75
+3, +2 and +1	45.3	22	.69
0, —1	39.5	20	.62
—2, —3	36.3	24	.63
—4	68	6	.59
—5 and below	32.6	18	.57

TABLE 6
Friends' Rating

<i>Confidence</i>	<i>Diary Items</i>	<i>No. in Group</i>	<i>Superiority %</i>
+4 and above	51	15	.71
+3 to +4	57	7	.67
+1 to +3	33	19	.64
0 to +1	47	12	.68
—2 to 0	45	17	.63
—4 to —2	39	16	.57
—5 and below	34	14	.60

The relation between the sociability rating of the diary authors and the length of their diaries as well as between the former and the proportion of the superiority class in the diaries is given in Tables 7 and 8.

TABLE 7
Self-rating

<i>Sociability</i>	<i>Diary Items</i>	<i>No. in Group</i>	<i>Superiority %</i>
+5 and above	55.9	17	.69
+4 and +3	39	12	.65
+2 and +1	50.1	15	.65
0, —1 and —2	29.5	16	.65
—3 and —4	33.6	18	.59
—5	40.5	9	.62
—6 and below	48	12	.63

TABLE 8
Friends' Rating

<i>Sociability</i>	<i>Diary Items</i>	<i>No. in Group</i>	<i>Superiority %</i>
+5 and above	42	14	.67
+2 to +5	50	14	.70
+1 to +2	37	11	.64
0 to +1	52	12	.65
—2 to 0	42.5	17	.57
—3 to —2	31.5	15	.63
—4 and below	41.5	17	.60

Note on the form of the above tables.

Both the confidence and sociability ratings are differently given for self and friends' rating because in the self-rating the values are discrete numbers, while in the friends' rating the values have been divided by three. The ratings are taken so as to make the groups as balanced as is possible under the circumstances, except for the group of 6 subjects with a —4 self-rating in confidence. These are purposely left in a small group which is discussed below. The self-rating includes 99 subjects; the friends' rating, 100 subjects.

An examination of Tables 5 and 6 shows that there is to a certain extent a fall in the number of diary items paralleling the fall in confidence. In the self-rating this is true except for the 6 subjects with a —4 confidence rating; 4 of these 6, report 62 or more items in their diaries and are in the highest quartile for diary length. They contradict any conclusion that might be drawn concerning a positive relation be-

tween confidence and number of things humorously enjoyed (46). With the exception of this group, the more confident subjects write the longer diaries. In the friends' rating the parallel fall in number of diary items is less consistent than in the self-rating.

The same two tables show a definite parallel fall in the proportion of the superiority class in the diaries with the fall in confidence. The fall is more apparent and more consistent in the self-rating than in the friends' rating. This parallel fall is to be expected since there are reliable positive correlations between degree of extroversion and proportion of the superiority class in the diaries.

When, however, Tables 7 and 8 are examined, the fall in the proportion of the superiority class with the fall in sociability is present, but not as marked nor as consistent as it is with the fall in confidence. This difference means that the correlations between degree of extroversion and the superiority class in the diaries are due more to the confidence component of extroversion and less to the sociability component.

Confidence then, as described in the five extrovert traits selected here, goes together with the enjoyment of a greater proportion of events involving the inferiority of another person. The type of subject described by these five traits may not be particularly "admirable" (47), but she is in a position to find more events in the course of her day degrading other people, than is a merely sociable subject. She belongs to the superiority type of humor. This seems reasonable in spite of the latter part of Hobbes' theory of humor. "*Sudden glory*, is the passion which maketh those *Grimaces* called LAUGHTER; and it is caused either by some sudden act of their own, that pleaseth them; or by the apprehension of some deformed thing in another, by comparison whereof they suddenly applaud themselves. And it is incident most to them, that are conscious of the fewest abilities in themselves; who are forced to keep themselves in their own favour, by observing the imperfections of other men. And therefore much Laughter at the defects of others, is a signe of Pusillanimity. For of great minds, one of the proper workes is, to help and free others from scorn; and compare themselves onely with the most able" (48). These subjects who here are found to enjoy the inferiority of others, are not "those who are forced to keep themselves in their own favour,"

but are those who habitually in their social intercourse have the attitude of ascendancy. It is true that in these experiments there is evidence that much Laughter is a signe of mental Pusillanimity since laughter at nothing in particular, as well as the tendency to consider things in general very funny, is not an accompaniment of high academic standing (p. 34; 66); but laughter "at the defects of others" is not found to be compensatory for a consciousness of the fewest abilities (49). It may be that some of the aggressiveness involved in the traits here selected to indicate confidence is compensatory and agrees with a compensatory direction in humor, but it would be difficult to believe this of the whole group. In addition, this confidence which here correlates with the superiority direction in humor is not to be interpreted to consist in a constant readiness to "applaud themselves," but is certainly an attitude of social ease, of the nature of which the subject need not be aware. This attitude makes her enjoyment of "the imperfections of other men" more possible.

Furthermore, the traits by which extroversion and confidence are measured here, indicate neither a cruel nor a sympathetic attitude toward other people. Theories of the personal type vary extremely in describing what is here termed superiority, as cruel and unworthy (Hobbes) (50), or as understanding and sympathetic (Carlyle) (51); (McDougall) (52). Superiority here can be taken to mean a confident social attitude, not enmity. To get amusement out of the defect of a person, neither hostility nor sympathy are necessary. The quarrel itself between theorists, some insisting that hostility must be totally absent in amusement (Eastman) (53), others insisting that sympathy must be totally absent (Bergson) (54), suggests this.

The relation between extroversion and the superiority type of humor also suggests the positive nature of the enjoyment involved. Sidis says, "Laughter comes not out of economy, but out of abundance" (55). If a choice is to be made between relief and release theories of humor, this report sides with the latter.

If impersonal incongruities are at the same time defective and the enjoyment of superiority enters in the enjoyment of these too, the diary authors may be said to differ in the degree of their enjoyment of their superiority over other people, as compared to their enjoyment of an impersonal sort of superi-

ority, perhaps a "glory in sanity" (56). The former must be the more common.

Summary of Relations between Ratings and Humor Diaries

Extroversion goes together with the superiority type of humor.

When two components of extroversion, confidence and sociability, are analysed separately, it is found that the superiority type of humor goes together with confidence more than it does with sociability.

ITEMS MARKED A IN THE DIARIES

In the directions given to the students when humor diaries were solicited (p. 9), is included the request to mark the items reported in the diaries as A, B, or C, according to the degree of laughter or amusement they evoked at the time. A indicates the greatest degree of laughter or amusement and the A items are here discussed by themselves.

Proportion of A in the Diaries

Of the 100 diary authors, 13 ignore the request to mark as A, B, or C, the items they report. The average diary length for these 13 is 26.6 diary items; they either wrote cursory diaries, or they habitually miss part of what goes on about them. In the remaining 87 diaries, there are 3871 items, and 928 of these, or .24 of the total are marked A. This is less than one-third of the three degrees; the very amusing things in an ordinary week are comparatively few.

The diaries differ a great deal in the proportion of A they contain. They range from .62 of the total diary being A, to 0 being A. Since the A items are comparatively few, the number of A items in the shorter diaries constitutes a greater proportion of the shorter diaries. This was seen to be the case also with the items of class (a) and of class (e) in the diaries (p. 34 and 36). Here, too, the proportion of A in the diaries correlates negatively with the length of the diaries; the correlation is $-.26$ ($PE \pm .07$); that is, the longer the diary the less A it relatively contains.

It is also true that the length of the diaries correlates positively with the academic standing of the diary authors (p. 9). Probably partly because of this, the proportion of A in the diaries correlates negatively with the academic standing of the diary authors; this correlation is $-.18$ ($PE \pm .07$). (When diary length is considered constant this correlation is $-.12$.) That there is a slight tendency in the diary authors of lower academic standing to consider things in general funnier than the students of higher standing, and that this is not due only to the diminishing weight of A in the longer diaries, is shown again later with the grading of jokes (p. 66). The

correlation $-.18$ is by itself too small to be significant; but when the same tendency, to laugh too much or to consider many things very funny, correlates negatively with academic standing in every case, the correlations though small look interesting (p. 34 and p. 66).

The tendency to a greater proportion of A, bears no relation to the degree of extroversion, to confidence, or to sociability.

Distribution of A in Classes of Humor

Of the 928 A items in the 87 diaries, there are: In class (a), 12 items, or $.22$ of class (a); in the superiority class, 602 items, or $.24$ of that class; in the incongruity class, 412 items, or $.24$ of that class. There is no group tendency to consider either one class or the other funnier. This may be taken as evidence for the suggestion that this thesis makes, that there are more humorous items belonging to the superiority class, and that the predominance of that class in the diaries is not the particular preference of this group of diary authors.

That the superiority and the incongruity classes fall into degree A equally, is shown further by the fact that $.65$ of the A items are in the superiority class, $.34$ in the incongruity class, and $.01$ in class (a); these proportions are the same for the total number of items in all the diaries (p. 34).

Subjects' Degree of Preference for the Superiority Class

The diary authors differ in the proportion of their A items which belong to the superiority class, just as they differ in the proportion of diary items which belong to the superiority class. If the A items in each diary are taken separately and their distribution into the classes is examined, it is found that the diary authors range from 1.00 to $.14$ in their proportion of A items in the superiority class. If then the rest of the diary is ignored, the diary authors can be listed in their preference for the superiority class according to the proportion of A items in that class. This proportion is obviously influenced by the greater or less tendency of each diary author to consider items as A; so that the less her tendency in the A direction, the more inaccurate the proportion of the A items in the superiority class as indicative of her preference for that class. For example, a diary

author with 48 items marks only 2 as A; of the 2, one is in class (a) and the other in the superiority class; her preference for the superiority class is .50. Another diary author with 14 items marks only one as A; this one is in the superiority class and consequently her preference is 1.00. It does not seem accurate to have these two authors separated by more than half the range of distribution. Nevertheless this method of measuring preference for the superiority class was not abandoned and shows some results.

The correlation between the proportion of the superiority class in the total diaries and the proportion of the superiority class in A in the diaries, is $+.42$ ($PE \pm .06$). If the distribution of the A items in classes in each diary were the same as the distribution of all the items in that diary, the last correlation would of course have been 1.00. It is to be expected that if a diary author reports more of the superiority class in her diary, the chances are that more of her A items will fall in that class than in any other. The disturbing influence of her greater or less tendency toward A does not entirely ruin this relation.

The preference for the superiority class of item, as measured by the proportion of A items belonging in that class in the diaries, correlates positively with the degree of extroversion of the diary authors. With the self-rating, this correlation is $+.25$ ($PE \pm .07$); with the friends' rating it is $+.24$ ($PE \pm .07$). The confidence and sociability ratings show the same relation to the superiority class here as is shown when the superiority class is treated in the complete diaries, but do so to a smaller extent; it adds nothing new to give the tables here.

Summary of Results from the A Items

About one-fourth of the total number of items in the diaries are marked as having evoked laughter or amusement to the greatest of three degrees.

The tendency to consider things very funny is distinctly not the same as to find many things about which to be amused.

The proportion of A items correlates negatively with the length of the diaries and with the academic standing of the diary authors. Since the last two show a positive correlation, the negative correlation between proportion of A and academic standing is partly due to the greater weight the A items

have in the shorter diaries. It is also probably partly due to a tendency in the subjects of lower academic standing to grade things in general as more amusing.

The more extroverted subjects have a greater proportion of the superiority class among the items they find most amusing. Extroversion and preference for the superiority class of humorous item go together.

GRADING OF JOKES

The next step was the attempt to find out whether or not these diary authors would show any preference for such jokes as belonged to the class of which they reported most in their diaries, if jokes of all classes were presented to them. This had been done before with a small number of diary authors who were then found to be to a certain extent consistent in their preference, so that the present attempt was, in a way, a check on the earlier one (57). The method of grading the jokes was different, as is described further on.

A great number and variety of jokes were collected from old magazines and classified into the four classes, (b), (c), (d) and (e) as had been done for the diaries. Class (a) is left out because no jokes can belong to it. This classification was done with the help of Professor Washburn and Professor Woodworth and the jokes on which all three judges were not unanimous were thrown out. The jokes were also shown to two judges, known for their much reading, and the ones with which they were familiar were thrown out. Of the remaining jokes, thirty-six were chosen, nine in each class. Effort was made to have them as different in subject matter as possible.

The placing of jokes into four classes, or more clearly into two, (b) and (c) belonging to the *superiority* class and (d) and (e) to the *incongruity* class, is subject to the same criticism as the classification of the items in the diaries. This was easier inasmuch as uncertain jokes could be disregarded, but it was at the same time puzzling, inasmuch as all good jokes (in the experimenter's opinion), were too complex to be put into one class only. The result was that the jokes finally chosen for grading had to be simple.

The assumption that the preference, under artificial conditions, of certain very simple jokes over other very simple jokes has any significance as indicative of a tendency in the humor of an individual is itself subject to two lines of criticism. One is applicable to all measurement of emotional traits in laboratories. The situations created for purposes of measurement are co-existent with the knowledge that they are laboratory situations. These jokes were graded, that is, unavoidably

critically read, not merely enjoyed without the attitude of evaluating them. What this attitude does to as elusive an emotion as the enjoyment of the comic is to some extent discernable in the results of this experiment. The second criticism is that the jokes collected from magazines are far removed emotionally from the particular superiorities and incongruities that would be relevant to the life of the diary authors. To cancel this distance, the jokes should have been local; which was beyond the creative genius of this experimenter.

Nevertheless the attempt had some interesting results. The procedure and the results are therefore given here.

Material

The following are the thirty-six jokes used. The number before each joke is its order in the series as the series was presented. The jokes, however, are given here in four groups of nine, according to the class they were chosen to represent.

Superiority Class

(b)

4. The Village Drummer: "I don't care what you do say! The tune ain't finished! I've only hit three 'undred 'n fifteen times instead of four 'undred as is my share!"

8. Telling advertisement: "Is life worth living? Eat M——'s rich Cream Toffee and you won't ask."

10. Clerical customer: "I want to buy a nice diamond brooch for my Better Half."

Over-anxious shop-keeper: "Certainly, sir. We have the very thing. We can accommodate you also for your other half, if you wish."

13. "Now then, men," cried the gallant captain, "fight like heroes till your powder is done, then run for your lives. I'm a little lame so I'll start now."

18. Susceptible Youth: "Er—could you tell me who that young lady is—sketching?"

Friendly Stranger: "She has the misfortune to be my wife."

Embarrassed Youth: "The misfortune is entirely yours, I am sure!"

23. "She asked me what 'igloo' meant."

"Well?"

"And I couldn't tell her. I am not up on baby talk."

26. Nervous suitor: "I—er—wish to marry your daughter, sir."

Parent: "Well, my boy, hadn't you better see her mother first?"

Suitor: "I have, sir, and—er I *still* wish to marry your daughter, sir."

29. School examination: "An antiseptic is performed to tell whether a person is dead."

34. Consolation. Wife of belated fox-hunter: "Oh, Perkins, what do you think can have happened to Sir John! Surely, if he had been thrown and hurt, the mare would have found her way home by now!"

Coachman: "Oh, no, Mum—a nice gentle animal like her would have browsed around the body until it was found."

(c)

1. The second day drew to its close with the twelfth jurymen still unconvinced. The court was impatient.

"Well gentlemen," said the court officer, "shall I, as usual, order twelve dinners?"

"Make it," said the foreman, "eleven dinners and a bale of hay."

7. "The way these colleges scatter around their degrees is absolutely nauseating. Every Tom, Dick and Harry with a little cheap notoriety can figure on getting one. The whole system is indefensible. Don't you think so?"

"Yes. I didn't get one either."

12. Miss P. "I want a man who will be easily pleased."

Miss G. "That is the kind you'll get."

15. "It costs him ten thousand dollars a year to live."

"Why does he spend his money so foolishly?"

20. He: "How would you define migraine?"

She: "In your case I'd call it an aching void."

24. He: "As a philosopher says, the only thing worth doing in life is trying to do something you can't—and doing it!"

She: "Is that why you play bridge?"

28. The attorney for an electric light company was making a popular address.

"Think of the good this company has done!" he cried. "If I were permitted a pun, I would say, in the words of the immortal poet, 'Honor the Light Brigade!'"

Voice of consumer from the audience: "'Oh what a charge they made!'"

32. "How shall I break the news to my parents that I have failed in my exams?"

"Merely wire them: 'Examination over. Nothing new.'"

36. "Waiter."
"Yes, sir."
"Have you ever been to the Zoo?"
"No sir, why do you ask?"
"I was just thinking how thrilling you'd find it to sit and watch the tortoises whizz by."

Incongruity Class

(d)

2. "Grandpa, do lions go to Heaven?"
"No, Johnny."
"Well, do ministers?"
"Why, of course. Why do you ask?"
"Well, suppose a lion eats a minister."
5. At a banquet, a girl whom Sargent knew very well said to him: "Oh Mr. Sargent, I saw your latest painting, and kissed it because it was so much like you."
"And did it kiss you in return?"
"Why, no."
"Then," said Sargent, "it was not like me."
9. Speeding.
"Gee! Look at those flies following us. They sure can go some!"
"Flies! It's that charge of buckshot that policeman fired at us, and we gotta hustle or it'll get us!"
14. Cop: "Dead man any relation of yours?"
The Friend: "Er—I don't know—I am going to marry his widow."
17. My little five-year-old niece worked for a long time with a pencil and paper over the portrait of her father. She finally stopped and after seriously inspecting the likeness, exclaimed in disgust: "Oh dear! I guess I'll put on a tail and call it a monkey."
22. "Waiter, please ask the orchestra to play something different."
"Any particular selection, sir?"
"Something slower. I can't chew my food properly in waltz time."
25. "Yes, sir! I was ship's barber on a transpacific steamer for five years, until the ship was wrecked and I was cast away on an island in the South Seas. I lived there for two years and never saw a human being, but when I was rescued, I flatter myself I was a better shampooer than ever. I kept in practice all the time."
"How did you manage it?"
"I shampooed the cocoanuts."

31. "I spent yesterday with the cleverest girl in all the world. It has taken me all the time since then to recover from the conviction of my own importance."

33. "Your meringues," says the mistress, "are so delightfully frothy and light. How in the world do you get them that way?"

"It's the new butler, Mum," explains the cook, "he used to be a barber."

(e)

3. Student: "Want my hair cut."

Barber: "Any special way?"

Student: "Yes; off."

6. "Our boss is great on efficiency!"

"What is he up to now?"

"Trying to teach the stenographer to chew her gum in two movements less per minute to the lower jaw."

11. Election Paradox: "Top pressure is being exerted on both sides."

16. Conundrum: What statement of Job's indicates that the department store is not a modern institution?

Job 14:4. All the days of my appointed time will I wait till my change come.

19. "Have you ever noticed one odd thing about blunt people?"

"What?"

"They are the ones who generally come to the point."

21. College Lover's simile: "You are dearer to me than an afternoon off when the home-team wins."

27. Meeting between old friends.

"Hullo, old chap, how are you?"

"First class! And how are you?"

"Oh,—steerage."

30. For a whole hour the Captain had been lecturing his men on "The Duties of a Soldier" and he thought that now the time had come for him to test the results of his discourse.

"Private Murphy," he asked, "why should a soldier be ready to die for his country?"

A smile flitted across the Irishman's face.

"Shure, Captain," he said, "you're quite right. Why should he?"

35. Londonese.

A. "Ere, wot abaht it?"

B. "Wot abaht wot?"

A. "Wot abaht wot you said abaht me?"

B. "Well, wot abaht it?"

Procedure

To do the grading the subjects came to the experimenter's room in a college dormitory, a few of them individually, and the greatest number in groups of four or five. The largest group to come all at once was eight. About 60% of the subjects did the grading immediately after dinner in the evening; about 20% came later in the evening; the rest came in the course of the afternoon. The jokes were typed on separate, similar slips of paper and a sheaf arranged in order, 1-36, was given to each subject to read for herself. The number was on the back of each slip, so that each slip had to be turned over to be read.

The directions were given orally as follows: "This is a series of jokes. Grade them according to their funniness by dividing them into five groups. If a joke seems to you an average funny joke put it in group 3; if it is perfectly indifferent put it in group 1; if you think it an exceptionally good joke put it in group 5; use groups 2 and 4 as intermediate degrees. You are not to go back and read again any of these jokes after you have placed them in a group. And do not ponder over them. Grade each on a first impression." Twenty-four hours later the same subjects graded the same jokes in the same way but reading them in the reverse order, 36-1. The presentation of the same jokes was unexpected, but the subjects were told that the series was the same and were asked to take out as they read, the jokes with which they had been familiar before the first grading. At the end of each interview they were requested not to repeat or discuss the jokes or the procedure but to forget all about it.

NOTE. The gradings of subjects who were familiar with two or more jokes were thrown out. There were also a few subjects who were prevented from coming a second time. Consequently the number of subjects varies and is given with the results in each case.

Discussion of Results Relative to the Values of the Jokes

The results are discussed first, as regards the values of the jokes, and second, as regards the preferences of the subjects who graded the jokes.

The tables in this section are calculated from the gradings of the 36 jokes by 82 subjects, *i.e.* 2,952 grades each time. Of the 82 subjects, 8 were familiar with one joke each. Their gradings were not thrown out as they would not disturb the results very much.

TABLE 9

<i>Joke</i>	<i>Rank</i>	<i>First Grading</i>			<i>Rank</i>	<i>Second Grading</i>		
		<i>Av. Value</i>	<i>Times in Gr. 5</i>	<i>Times in Gr. 1</i>		<i>Av. Value</i>	<i>Times in Gr. 5</i>	<i>Times in Gr. 1</i>
1	29	2.38	6	27	19	2.61	9	23
2	16	2.84	9	18	14.5	2.73	9	21
3	21	2.68	7	13	14.5	2.73	9	17
4	35	1.98	1	34	31	2.16	3	35
5	7	3.28	11	7	5	3.20	13	10
6	22	2.65	9	19	23.5	2.34	4	24
7	17	2.82	8	13	16	2.68	5	14
8	30	2.37	5	25	29.5	2.23	4	29
9	31	2.28	3	25	32	2.04	5	36
10	25	2.61	5	19	29.5	2.23	0	26
11	34	2.00	2	34	35	1.85	0	41
12	10	3.06	9	12	12	2.78	6	15
13	5	3.41	18	9	7	3.11	17	13
14	18	2.80	5	18	26	2.29	1	22
15	23.5	2.63	2	15	20	2.60	3	20
16	4	3.45	22	7	3.5	3.23	15	6
17	2	3.49	23	7	3.5	3.23	18	14
18	6	3.32	16	9	10	3.01	12	14
19	20	2.71	6	18	13	2.74	7	13
20	32	2.23	3	30	23.5	2.34	3	28
21	36	1.94	2	36	36	1.76	2	45
22	19	2.77	4	15	22	2.43	4	21
23	23.5	2.63	6	15	27	2.28	4	27
24	14	2.90	7	11	21	2.52	4	18
25	28	2.44	5	27	34	1.88	2	39
26	8	3.22	13	9	6	3.15	13	10
27	3	3.48	17	2	2	3.26	11	8
28	1	3.80	28	4	1	3.62	26	6
29	26	2.48	6	23	28	2.27	6	29
30	9	3.07	12	12	8	3.06	8	13
31	27	2.45	4	23	25	2.30	3	24
32	12.5	3.00	12	15	11	2.79	9	19
33	12.5	3.00	9	13	18	2.62	6	20
34	15	2.89	14	17	17	2.66	3	18
35	33	2.15	1	36	33	1.98	4	38
36	11	3.04	14	15	9	3.02	13	17
For the	36	2.78	324	635		2.60	261	773

Table 9 shows both for the first and second grading, the rank of each joke, its average value, the number of times it was graded as exceptionally good (group 5) and the number of times it was graded as perfectly indifferent (group 1). The average value of the jokes is 2.78 for the first grading and

2.60 for the second grading, the fall in value because of familiarity being 6.5% of the original value. The range of values is shown in Table 10.

TABLE 10

	<i>First Grading</i>	<i>Second Grading</i>
Best joke	3.80	3.62
Poorest joke	1.94	1.76
Interquartile range	3.06 — 2.45	3.01 — 2.28
Times in group 5	324	261
Times in group 1	635	773

As a group then, these jokes are not even "average funny" jokes.

Only the eight best jokes are put a greater number of times in the highest group than in the lowest.

In spite of the general low value of the jokes, there is no joke that is not put in the highest group by at least one subject in the first grading. In the second grading there are two.

Five jokes rise in absolute value in the second grading; none of the five is among the nine best jokes either in the first or the second grading. All the rest fall in value.

The correlation between the rankings of the jokes in the two gradings is $+.93$ ($PE \pm .02$) which shows that the jokes hold their relative positions.

When the jokes are examined in successive groups of nine it becomes apparent that the subjects, not having a standard of evaluation to begin with, tended in the beginning of the series to grade the jokes low rather than high. It may be that the first group in the series is really made up of the poorest jokes. When the two gradings are taken into consideration, however, the shift in the value of the jokes suggests the previous explanation. Table 9 shows that seven out of the first

TABLE 11

	<i>First Grading</i>		<i>Second Grading</i>		
	<i>Av. Value</i>	<i>Times in 5</i>	<i>Av. Value</i>	<i>Times in 5</i>	<i>Fall %</i>
1- 9	2.59	59	2.52	61	2.7
10-18	2.98	102	2.70	72	9.4
19-27	2.70	63	2.48	50	8.2
28-36	2.88	100	2.70	78	6.2
Best 9	3.39	160	3.21	133	5.3
Poorest 9	2.20	28	2.09	32	5.0

nine jokes in the series rise in rank in the second grading; three of these rise in absolute value also. The average values of the four successive groups of nine in the series are given in Table 11. Also the values of the nine best and the nine poorest are given for purposes of comparison.

The average fall for the group is 6.5%. It is to be expected that the poorest jokes would not fall as much as the average since they cannot fall very far. The best jokes also fall less than the average. The fact that the first nine in the series fall least suggests that their position was not to their advantage in the first grading. It indicates the absence of even a subjective standard of evaluation and might have been avoided perhaps by the presentation of a practice series. Unfortunately the results could not be known till after the data had come in.

It is obvious from this description that simple jokes read with a view to being evaluated are not particularly funny and that the difficulty, or inaccuracy of evaluating is increased in this experiment by the absence of even a subjective standard of the funniness of jokes.

TABLE 12

Class	Rank	Av. Value	First Grading		Rank	Av. Value	Second Grading	
			Times in Gr. 5	Times in Gr. 1			Times in Gr. 5	Times in Gr. 1
(b)	3	2.77	84	160	2	2.57	62	201
(c)	1	2.87	89	142	1	2.77	78	160
Combined	1	2.82	173	302	1	2.67	140	361
(d)	2	2.81	73	153	4	2.52	61	207
(e)	4	2.68	78	180	3	2.55	60	205
Combined	2	2.75	151	333	2	2.54	121	412

The Values of Classes of Jokes

In Table 12, the nine jokes belonging to each class are taken together and the value of each class given. Class (c) is highest and falls least. This class belongs to the type of jokes which Hollingworth describes as *objective* (58). Class (d) is next and falls most. When the classes are combined, the superiority class is higher than the incongruity class only by 2.5% of the value of the incongruity class. The two classes are about equally good, or poor. The superiority class falls by 5.3% of its original value and the incongruity class 7.6% (59).

The series is arranged so that there is one joke of each class in each successive group of four and the inaccuracy of grading due to position in the series probably affects the four classes equally.

*Discussion of Results Relative to the Preference of
the Subjects*

From the two gradings of the thirty-six jokes, the following measures can be calculated for each subject.

1. The total value given to the jokes by each subject, showing her tendency to grade the jokes high or low.
2. The same thing for the second grading.
3. The degree to which the value of the jokes falls for each subject.
4. The degree of preference of each subject for the superiority class of jokes.
5. The degree of preference for class (e) treated by itself.

These measures and their relation to the diaries and to the personality ratings are discussed in the above order.

1 and 2. The sum of the grades given to the thirty-six jokes by each subject gives the total joke value for that subject; this total divided by thirty-six, gives the average value given to the jokes by each subject. This is done for the two gradings separately. The range of these values is shown in Table 13.

	TABLE 13	
	<i>First Grading</i>	<i>Second Grading</i>
Highest total	142	128
Divided by 36	3.94	3.56
Lowest total	57	51
Divided by 36	1.58	1.42
Average total	100.24	93.74
Divided by 36	2.78	2.60
Interquartile range	100 — 86	105 — 81
Divided by 36	3.06 — 2.36	2.92 — 2.26

The subject with the greatest tendency to grade the jokes high, gives them an average value that is higher than the best joke in the opinion of the group (3.80). The subject with the least tendency to grade high gives the jokes an average value lower than the poorest joke in the opinion of the group (1.94).

The subjects are ranked in the order of their tendency to grade high for the first grading and for the second grading separately. The correlation between these two ranks is $+.73$ ($PE \pm .04$. Subjects 83). The subjects do not shift much between the first and second gradings in their tendency to grade these jokes high or low.

The tendency to grade the jokes high correlates negatively with the academic standing of the subjects. The correlations between the subjects' totals in the first grading and their academic standing is $-.18$ ($PE \pm .07$. Subjects 89); between the subjects' totals in the second grading and their academic standing $-.22$ ($PE \pm .07$. Subjects 83). It has been mentioned above (p. 52), that there is a small negative correlation, $-.18$ ($PE \pm .07$), between academic standing and the proportion of A amusement that the diary authors report in their diaries. This proportion of A degree in the diaries and the tendency to grade the jokes high, show a small positive correlation, $+.19$ ($PE \pm .08$. Subjects 79), for the first grading of the jokes.

This correlation further supports the statement that some of the diary authors tend to consider more items very funny irrespective of the number of items in their diaries. Small though these correlations are, they suggest that the tendency to consider jokes or events very funny is a consistent tendency and that it is not an attribute of the better students.

In addition, there is no relation between the tendency to grade the jokes high and the number of items the subjects report in their diaries. The latter correlates positively with academic standing ($+.25$; see p. 9). The fact that a subject considers jokes very funny, or very poor, bears no relation to the number of things she finds to amuse her.

The tendency of the subjects to grade the jokes high, bears no relation to the degree of their extroversion, nor to their confidence, sociability, or humor ratings. (See also p. 75.)

3. The degree to which the value of the jokes falls for each subject in the second grading bears no relation to anything else for which there is a measure in this investigation. For 21 subjects, out of 83, the value of the jokes increases from 1% to 32%; for the rest, the value falls from 44% to 1% of the original value. The average fall is 6.5% as reported above.

4. The sum of the grades given to the superiority class of jokes by a subject, divided by the total value of the jokes for

that subject indicates the degree of her preference for that class. It is, of course, better to measure the degree of preference thus in a proportion of each subject's total, rather than in the numerical value given to the jokes by each subject, since there is the tendency to place the whole series higher or lower. Only the superiority class is treated here, as the value of the incongruity class would be the difference between the value of the superiority class and 100%. If some subject placed all the jokes of the superiority class in group 5, and all the jokes of the incongruity class in group 1, her preference for the superiority class would be 83%. This is the greatest degree of preference theoretically attainable; considering, however, the variation of the value of the jokes, and the tendency of the group not to grade the jokes high, the 83% degree of preference is impossible. If some subject's average value for the superiority class placed that class in group 4 and the incongruity class in group 2, the degree of preference for the superiority class would have been 67%. This also was scarcely probable with this material. Thus, it is unsatisfactory but to be expected that the range of preference for the superiority class is not wide. The values are given in Table 14.

TABLE 14

	<i>First Grading</i>	<i>Second Grading</i>
Greatest preference	.59	.59
Lowest preference	.44	.43
Average	.51 —	.51
Interquartile range	.53 — .485	.535 — .49

It was mentioned above that the jokes of the superiority class were slightly higher in value than the jokes of the incongruity class and that they, relatively, rose slightly in value. The same subjects report a great deal more of the superiority class than of the incongruity class in their diaries (p. 34). This suggests that the group as a whole really meets more items of the superiority class in the ordinary course of the week, and not that it happens to be a group which prefers the superiority class.

The correlation between the subjects' degree of preference for the superiority class in the first and second gradings is $+.60$ ($PE \pm .05$. Subjects 82). Their preference must be a true preference rather than a random distribution of jokes over five groups, if in spite of the closeness of their range

they keep their relative positions as well as this correlation shows. They may have remembered to some extent where they had placed a joke the day before, though this is doubtful as they did not know that the same jokes were to appear again.

The main object of the experiment with the jokes was to see how far the preference for the superiority class of jokes correlates with the relative amount of the superiority class reported in the diaries. When it is considered that both these values are only relative measures and that the joke material is not particularly satisfactory, it is not surprising that the presence of the following correlations was gratifying to the experimenter. The correlation between proportion of superiority class in the diaries and the diary authors' degree of preference for that class of jokes, is $+.25$ ($PE \pm .07$. Subjects 82) for the first grading, and $+.33$ ($PE \pm .07$. Subjects 82) for the second grading. This is gratifying not only as showing the existence of a consistency of preference in the subjects, but as supporting the classification (60).

Correlations were calculated between the degree of preference for the superiority class of jokes and the proportion of the superiority class in the diaries marked A by the diary authors. These correlations were entirely insignificant. The A degree in the diaries is probably due to a good many factors other than the preference of the class to which the item marked A happens to belong.

Neither is there any relation between the degree of preference for the superiority class of jokes and the degree of the subjects' extroversion, or any other measurement.

The degree of preference for class (e), nonsense, is treated by itself because the proportion of nonsense in the diaries is found to correlate positively with the academic standing of the diary authors (p. 36). There is no correlation when this joke material is used. There is an insignificant positive correlation between the proportion of (e) in the diaries and the preference of (e) jokes, which is to be expected since (e) is a component of the incongruity class.

General Conclusions from the Grading of Jokes

Jokes read with a view to being graded are not funny.

Jokes fall in funniness on a second reading even under artificial conditions.

The tendency to consider items very funny is to some extent a consistent tendency both in the diaries and with the jokes. It is a tendency of the poorer rather than of the better students. That a subject considers a great deal of what is presented to her as very funny does not mean that she meets a great many funny events in the course of her day.

In the opinion of the group the superiority class and the incongruity class of jokes are practically equally funny. The predominance of the superiority class in the diaries must be due to the occurrence of more such events, rather than to the preference of this particular group for such events.

In spite of the low group value of the jokes used, whatever preference the subjects show for the superiority class, is in the same direction as the proportion of that class in their diaries. The preference for the superiority or for the incongruity class of humorous events is consistent.

MEMORY FOR THE TWICE GRADED JOKES

Two weeks after the first grading of the jokes, each subject was given a sheet of paper and requested to write down any of the thirty-six jokes that she remembered. She was given twenty-four hours to recall the jokes and was to return the sheet of paper within this time, whether she remembered any jokes or not. The request was, of course, unexpected. The returns were so scanty, that after about half the group had been asked to do this two weeks after the first grading, the request for remembered jokes was shifted to one week after the first grading. The results are given here in two groups, 39 subjects who sent in whatever jokes they remembered after two weeks, and 43 subjects who sent in whatever jokes they remembered after one week. All of these had graded the jokes twice. Eight of them, it will be remembered (p. 61), had been familiar with one joke apiece. Seven of the eight, reported in their memory returns the joke with which they had been familiar. These seven instances are omitted from the memory data. Omitted also are such items as partially give the joke but miss the point. There are three subjects who include one joke each, which did not belong to the series, one subject who includes two, and one subject who includes three such jokes. These also are of course thrown out.

TABLE 15

Number of jokes remembered after two weeks.....	104
Per person (39 subjects) after two weeks.....	2.67
Number of jokes remembered after one week.....	164
Per person (43 subjects) after one week.....	3.81

On one side of the sheet given to the subject for memory returns, were written the words, "Any remarks?" Some of the remarks are copied below.

"I certainly did well with the forgetting process. I can't remember a single joke. The only details I can remember of the whole thirty-six are an automobile and the mention of suicide. I'm awfully sorry. My memory usually isn't as poor as this."

"I do not remember a single joke from the series."

"I am horribly sorry but I cannot remember a single joke. I know one was about a person having their hair cut but I cannot possibly tell the joke. I never have been able to remember jokes."

"I never can remember jokes. This one (joke 6) was particularly funny because I am doing a topic on 'scientific management.'"

The next remark is practically a reproof. "I read the jokes over to grade them and did not put any thought on them. My mind was occupied with the grading not with the joke itself. I did this hurriedly on a first impression. If I'd wanted to see if I'd remember any I would have read them more slowly. For with no repetition of the jokes I'd be less likely to remember them than if I had tried to repeat them within the next few hours to refresh my memory." As a matter of fact, she remembers nine, which places her higher than she knows.

"This is indeed queer! When I look into my memory I can see a whole heap of dissected jokes, but to sit down and put them together without any stimulus word to act as a magnet in the maze seems quite impossible. However, I feel certain that, if a situation to which one of the jokes were applicable should arise, I would pop out with it without thinking; because the other day in Zo. Lab., while we were working with snails, I thought, 'I'm sitting here watching the snails race by!' For a moment I wondered where I had gotten that idea, before it dawned on me that it was in your joke collection." Incidentally, she placed joke 36 in group 4 in the first grading, and in group 5 in the second.

One subject who remembers ten jokes writes the following: "I can usually remember jokes fairly well because I like them. I cannot remember any more of these for several reasons; I read them so fast; I was not particularly impressed by them; and I have read many jokes since I graded yours. I cannot remember exactly which ones belonged to the group I graded last week." Her criticism is to point. That the jokes should not be pondered over was part of the directions; that they were not funny is shown by their group value; and the reading of jokes during the interval following the grading could not be controlled.

The scantiness of memory for jokes out of context is the most obvious result of this part of the experiment.

Value of Jokes Remembered

In the returns of the two weeks' group, 24 out of the 36 jokes are remembered by one or more subjects. The average value of the 12 jokes not remembered is 2.67 in the first grading, and 2.41 in the second grading; this is somewhat below the average value of the 36 jokes both times. It is to a small extent the jokes that are not funny in the opinion of the group that are forgotten.

In the returns of the one week group, only joke 15 is forgotten by everybody; its value is 2.63 for the first grading and 2.60 for the second grading.

When the 24 jokes, remembered 104 times are taken, and the average value given them by the subjects who remember them is found, this value is 3.33 for the first grading and 3.31 for the second grading. The average group value of these 24 jokes is 2.84 for the first grading, and 2.68 for the second grading. While then in the opinion of the group these 24 jokes are very near the average (2.78 and 2.60), in the opinion of those who remember them they are high; in this case almost as high as the average of the nine best jokes (3.39. See p. 63).

The same is true of the 164 jokes remembered after one week. The average value given to these by the subjects who remember them is 3.18 for the first grading and 3.36 for the second grading. (Since these are 35 jokes, the group values for the 36 can be used for comparison; 2.78 and 2.60.) The 3.18 value is not as high as the 3.33 given by the two weeks' group to the jokes they remembered; here, however, these jokes instead of falling in the second grading, rise in numerical value.

These subjects remember such jokes as they consider decidedly better than the group considers the same jokes. One factor then that makes a joke memorable, is its funniness to the particular person who remembers it, not its funniness to the group.

At the same time, since the value given to the jokes by the subjects who remember them is part of their group value, there is a correlation, $+.52$ ($PE \pm .08$), between the ranking of the jokes according to the value given them by the whole group and the ranking of the jokes according to the value given them by the subjects who remember them, though the latter values run numerically consistently higher. (This is calculated from the first grading only and for the one week group.) There are also the following correlations: Between number of times jokes are remembered by the two weeks' group and their group value in the first grading, $+.21$ ($PE \pm .11$); the former and the group value of the jokes in the second grading, $+.37$ ($PE \pm .10$). The corresponding correlations for the one week group are $+.24$ ($PE \pm .11$) and $+.40$ ($PE \pm .10$); these mean simply that the higher a joke is placed by the group the greater its chances to be remembered by the same group.

Class of Jokes Remembered

That funniness is not alone responsible for the fact that these jokes are remembered is apparent from their average value. The subjects do not remember all the jokes they consider best, neither do they remember only the jokes they consider best. The jokes were then examined as to the class to which they belong. This did not prove very helpful.

TABLE 16

	<i>After 2 Weeks</i>		<i>After 1 Week</i>		<i>Total Number</i>
	<i>Number</i>	<i>Av. Value</i>	<i>Number</i>	<i>Av. Value</i>	
(b)	10	2.8	34	3.18	44
(c)	39	3.03	48	3.19	87
(d)	34	3.97	46	3.52	80
(e)	21	3.10	36	2.75	57
Total No.	104		164		368

Table 16 shows that class (c) is remembered the greatest number of times. It has been noted that class (c) was the highest in group value (p. 64). Class (d) comes next, (e) next and (b) last. The difference is more apparent after two weeks than after one week. An examination of the jokes in classes (c) and (d) (pp. 58, 59) suggests that more of them are in the form of stories than the jokes in classes (b) and (e), and this may give them more of context to be remembered by. Why after two weeks 10 jokes of class (b) with no particularly high value, and after one week 36 jokes of class (e) with no particularly high value are remembered, this experiment is not able to analyse.

Subjects Who Remember the Jokes

After two weeks, the 39 subjects in the group remember 9 to 0 jokes; average 2.67 jokes per subject. After one week the 43 subjects in this group remember 21 to 0 jokes; average 3.81 per subject. The numbers are so small that they could not be expected to bring out any striking differences in the subjects who remember them. There is no relation between the number of jokes the subjects remember and any other measure that there is in this investigation for the same subjects, except with the rating that they give themselves in *sense of humor*. In the two weeks' group those who rate themselves 4 and 5 in sense of humor, remember an average of 2.83 jokes; those who rate themselves 3 and 2 in sense of humor, remember an average of

2.33 jokes. In the one week group the former remember 4.05 jokes and the latter 3.31 jokes. This relation is not there when their friends' rating of the subjects is considered. Perhaps one of the reasons why those who rate themselves high in sense of humor do so, is a possible knowledge that they can repeat jokes comparatively well.

The number of jokes remembered is also too small to serve for a distribution of the subjects according to the proportion of the superiority class included in the jokes they remember.

Conclusions

There are two conclusions that can safely be drawn from this discussion; first, that jokes have a very small chance to be remembered when they are read under experimental conditions. This ought to be compared with some other type of material under similar conditions. And second, that those jokes are remembered which were considered, on the whole, relatively funny by the subject who remembers them.

RATINGS IN SENSE OF HUMOR

This is an attempt to discover with which of the measures included in this investigation a high rating in sense of humor agrees. The ratings are in two sets, self-ratings and friends' ratings; they are 1-5, five being the highest (p. 41).

Comparison of Self-rating and Friends' Rating

A sense of humor is one of the traits Hollingworth terms "admirable." The overestimation by a group of its own sense of humor as compared to friends' estimates, was found to be true in Hollingworth's experiment (61) and was expected here. The results deal with 93 subjects.

The average self-rating in sense of humor is 3.70; the average friends' rating is 3.49; the underestimation by the friends' rating is almost .06 of the self-rating. The two ratings parallel each other in fall. The 11 subjects who rate themselves 5, are rated 4.06 by friends; the 47 who rate themselves 4, are rated 3.61 by friends; the 31 who rate themselves 3, are rated 3.27 by friends; and the 4 who rate themselves 2, are rated 3.08 by friends. Conversely, the 4 who are rated 5 by friends, rate themselves 4.25; the 21 whose rating by friends averages to 4.22, average in their own rating to 4.10; the 56 whose rating by friends averages to 3.40, average in their own rating to 3.61; the 12 whose rating by friends averages to 2.42, average in their own rating to 3.25.

Sense of Humor Ratings Related to Other Measures

The sense of humor ratings, both self and friends', bear no relation to the academic standing of the subjects; the rating is high or low, irrespective of how good or poor a student the subject is.

Neither do they bear any relation to any of the measures obtained through the grading of jokes. Nor to the proportion of items marked A in the diaries.

To the ratings on extroversion, as well as to the number of diary items and to a very small extent to the proportion of the superiority class in the diaries, the humor ratings show a certain positive relation. This is seen in the following two tables, 17 and 18.

TABLE 17
Self-rating in Sense of Humor

<i>Humor</i>	<i>Extroversion</i>		<i>Confidence</i>		<i>Diary Items</i>	<i>Superiority Class</i>
	<i>Self</i>	<i>Friends</i>	<i>Self</i>	<i>Friends</i>		
5	.52	.49	—1.55	+ .09	49	.68
4	.50	.51	— .23	+ .7	46.5	.64
3	.41	.45	—2.22	— .97	38.6	.64
2	.40	.28	—4.25	—3.67	32	.59

TABLE 18
Friends' Rating in Sense of Humor

<i>Humor</i>	<i>Extroversion</i>		<i>Confidence</i>		<i>Diary Items</i>	<i>Superiority Class</i>
	<i>Self</i>	<i>Friends</i>	<i>Self</i>	<i>Friends</i>		
4-5 inc.	.54	.53	+ .20	+ .40	59	.68
3-4	.45	.46	—1.57	— .45	38	.64
2-3	.40	.44	—2.25	— .22	35.4	.58

In both sets of ratings, with the fall in humor, there is a definite fall in extroversion self-rated and rated by friends; the fall in confidence is not as definite but is in the same direction; the fall in number of diary items and the fall in the proportion of the superiority class are also in the same direction as the fall in humor ratings.

Summary and Discussion of These Relations

The greater the degree of extroversion, and of confidence, of a subject, the higher the rating she is likely to be given on sense of humor by herself and by her friends. That a more confident subject should rate herself higher in sense of humor is not surprising. But that she should be rated higher by her friends also, suggests that these judges are connecting a sense of humor with the more socially ascendant and interested attitude constituting extroversion on the Marston rating sheet.

The relation between higher humor ratings and a greater number of diary items, shows that the number of funny things a subject can report is to a certain extent a subjective and an objective criterion of her sense of humor. Now the diary author may know that she wrote a longer or shorter diary, but her friends do not know. (See also p. 73.)

The relation between the higher humor ratings and a greater proportion of the superiority class in the diaries indicates that, on the whole, it is the personal type of humor that is judged as humor by these judges rather than the impersonal.

A high rating in sense of humor then, is given to an extrovert, who is rather confident, who reports a great number of funny things, the greater proportion of these funny things being personal in character.

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GENERAL SUMMARY

In analysing one hundred seven-day humor diaries and classifying the items contained therein, it is found:

1. That the clearest differentiation that can be made between items is to divide them into a personal class which involves the enjoyment of the inferiority of a person, and an impersonal class which involves the enjoyment of the incongruity in a situation or idea. The former is also called the superiority class, since the items in it are defects recognized by the diary author.

2. That the superiority class is greater in proportion than the incongruity class.

3. That all the diary authors report a greater or less proportion of the superiority class.

In relating personality traits to preferences in the diaries, it is found:

1. That a greater degree of extroversion goes together with the greater proportion of the superiority class.

2. That greater confidence in social intercourse agrees with the greater proportion of the superiority class better than sociability agrees.

In testing the consistency of the diary authors by the grade of funniness they attribute to jokes of the two classes, it is found:

1. That jokes presented under experimental conditions are not funny.

2. That in the opinion of the group, jokes of the superiority and jokes of the incongruity class are equally funny.

3. That the degree of preference for jokes of the superiority class is to a certain extent consistent with the proportion of the same class reported in the diaries.

In testing the subjects' memory for these jokes it is found:

1. That the jokes that are considered funniest by an individual are remembered by that individual but that this is not the only factor for recall.

2. That jokes of the superiority class which are directed jokes rather than passive mistakes are recalled a greater num-

ber of times, and that jokes of the incongruity class which are situations rather than ideas are recalled a greater number of times.

3. That memory for these jokes is too scanty to differentiate the subjects in any way.

Incidentally it is found:

1. That a higher academic standing accompanies the longer diaries.

2. That a higher academic standing accompanies the greater proportion of incongruous ideas reported in the diaries.

3. That a lower academic standing accompanies the greater proportion of laughing with no objective cause, the greater proportion of items of a high degree of funniness in the diaries, and the tendency to grade jokes on the whole as funny.

4. That neither the superiority nor the incongruity class as a whole has any relation to academic standing.

5. That the degree of extroversion has no relation to academic standing.

6. That a high rating in sense of humor tends to be given to extroverts and to be related to the same measures to which extroversion is related.

NOTES AND REFERENCES

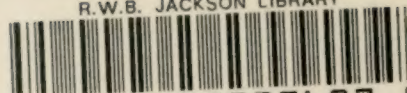
1. Such are the following: Max Eastman, *The Sense of Humor*, New York, Scribner's, 1921. Part II of the book, pp. 123-236, is devoted to a review and criticism of theories of humor.
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2. George Meredith, *An Essay on Comedy and the Uses of the Comic Spirit*, New York, Scribner's, 1918, p. 134.
3. See note 2, George Meredith, p. 145.
4. See note 1, J. Y. T. Greig, p. 192.
5. William McDougall, *Outline of Psychology*, New York, Scribner's, 1923, p. 169.
6. James Sully, *An Essay on Laughter*, New York, Longmans, Green & Co., 1902, p. 311.
7. See note 6, James Sully, p. 312.
8. Paul Carus, On the Philosophy of Laughter, *The Monist*, 1897-1898, 8, 250-272.
9. *The Rhetoric of Aristotle*, translated by R. C. Jebb, Cambridge, 1909, p. 197. The analysis of jokes to which Aristotle refers is lost.
10. Thomas Hobbes, *Leviathan*, Oxford 1881, Of Man, p. 40.
11. J. C. Gregory, *The Nature of Laughter*, New York, Harcourt Brace & Co., 1924, p. 85.
12. Parts 1 and 3 are similar to the problem on which I worked for my M.A. thesis. Part of this is published under the title, Individual Differences in the Sense of Humor, Studies from the Psychological Laboratory of Vassar College, *Am. Jr. Psychol.*, 1926, 37, 268-278.
13. In reporting group measures throughout this work the median is not given unless it differs from the average enough to indicate crowded scores on one side of the average.
14. The interquartile range is calculated by counting off the highest and the lowest quarters of the group.
15. All correlations reported in this work are rank difference correlations and are given as such.
16. The academic standing of a student at Vassar College is represented by her *credit ratio*. This is obtained by dividing the sum of a student's credits in which the mark A counts for five points, B three, C two and D one point per semester hour, by the number of semester hours completed. The highest credit ratio theoretically possible is five; that required for graduation is two. In this particular group the range of credit ratios is 4.22—1.77; the average is 2.72; the median 2.54. Credit ratios spread further above the median than they do below, as poor students drop out.
17. G. Stanley Hall and Arthur Allin, *The Psychology of Tickling, Laughing and the Comic*, *Am. Jr. Psychol.*, 1897, 9, 1-41.
18. H. L. Hollingworth, Experimental Studies in Judgment; Judgments of the Comic, *Psychol. Rev.*, 1911, 18, 132-156.
19. Max Eastman, see note 1.

20. The Poetics of Aristotle, edited by S. H. Butcher, 4th edition, Macmillan, 1925, p. 21.
21. Arthur Schopenhauer, The World as Will and Idea, translated by R. B. Haldane and J. Kemp, Vol. 1, section 13, p. 76.
22. Herbert Spencer, On the Physiology of Laughter, Essays on Education and on Kindred Subjects, Everyman's Library, 1916, p. 310.
23. "Not painful or destructive." See note 20. S. H. Butcher, in discussing this passage in the *Poetics*, says, "Further taking account of the elements which enter into the idea of beauty in Aristotle, we shall probably not unduly strain the meaning of the expression, if we extend it to embrace the incongruities, absurdities, or cross-purposes of life, its blunders and discords, its imperfect correspondences and adjustments, and that in matters intellectual as well as moral." S. H. Butcher, Aristotle's Theory of Poetry and Fine Art, 3d edition. New York, Macmillan, 1902, p. 374. If Butcher reads Aristotle's meaning aright, incongruities also are forms of the defective.
24. "The passion of Laughter is nothing else but *sudden Glory* arising from a sudden conception of some Eminency in ourselves, by comparison with the Infirmary of others, or with our own formerly." Thomas Hobbes, Human Nature, Chap. IX, paragraph 13.
25. "Derision or scorn is a sort of joy mingled with hatred, which proceeds from our perceiving some small evil in a person whom we consider to be deserving of it; we have hatred for this evil, we have joy in seeing it in him who is deserving of it, and when that comes upon us unexpectedly, the surprise of wonder is the cause of our bursting into Laughter" . . . "But this evil must be small, for if it is great we cannot believe that he who has it is deserving of it, unless when we are of a very evil nature or bear much hatred towards him." The Philosophical Works of Descartes, translated by E. S. Haldane and G. R. T. Ross, Cambridge, 1911. The Passions of the Soul, Article 178, p. 413.
26. See note 22.
27. Theodor Lipps, Aesthetik, Hamburg und Leipzig, 1903, p. 575.
28. "It is possible to trace everything ludicrous to a syllogism in the first figure, with an undisputed *major* and an unexpected *minor*, which to a certain extent is only sophistically valid, in consequence of which connection the conclusion partakes of the quality of the ludicrous." Arthur Schopenhauer. See note 21, Vol. 2, Chap. VIII, On the Theory of the Ludicrous, p. 271.
29. C. Lloyd Morgan, Laughter, *Encyclopaedia of Religion and Ethics*, 1915, Vol. 7, pp. 803-805.
30. Alexander Bain, The Emotions and the Will, New York, D. Appleton, 1888, p. 257.
31. See note 24.
32. The personal theories vary greatly in the amount of cruelty or sympathy they attribute to humor; they agree in considering the funny thing to imply the defect of another person.
33. See note 1. J. Y. T. Greig, p. 199. "I believe that harmless wit is like Sairey Gamp's alleged friend, Mrs. Harris—nothing but a convenient fiction."
34. Charles Darwin, The Expression of the Emotions in Men and Animals, New York, D. Appleton, 1924, p. 196.
35. See note 2. George Meredith, p. 76.
36. Quoted from Alexander Bain, p. 258. See note 30. In Campbell's words, "The emotion called laughter doth not result from the contempt, but solely from the perception of oddity with which the passion is occasionally, not necessarily combined." George Campbell, The Philosophy of Rhetoric, New York, Harper, 1858, p. 51.
37. Thomas Hobbes. See note 24.

38. Leslie R. Marston, *The Emotions of Young Children*, *University of Iowa Studies*, 1925, Vol. 3, No. 3, p. 22.
39. Directions not exactly like Marston's.
40. Marston finds that the girls in his group of very young subjects have an average extrovert score below the "theoretical balance," p. 40. He also finds a decrease of extroversion with chronological age, p. 87. See note 38.
- Heidbreder, using the Freyd list of traits, finds that "the central tendency of the group shows an appreciable deviation toward extroversion according to the scale used." E. Heidbreder, *Measuring Introversion and Extroversion*, *Jr. Abn. and Soc. Psychol.*, 1926, 21, 120-134. It would be interesting to compare ratings for the same group on the two scales. Heidbreder also finds that "individuals tend to rate themselves as more introverted than their associates judge them to be." Also that, "in the general tendencies involved in introversion and extroversion, the sexes were remarkably similar." . . . "In particular traits, however, sex differences appeared." *Introversion and Extroversion in Men and Women*, *Jr. Abn. and Soc. Psychol.*, 1927, 22, 53-61.
- Conklin finds that "the female group is decidedly more introverted than the male." E. S. Conklin, *The Determination of Normal Extrovert-Introvert Interest Differences*, *Ped. Sem.*, 1927, 34, 27-37. So does D. A. Laird, *Detecting Abnormal Behavior*, *Jr. Abn. and Soc. Psychol.*, 1925, 20, 128-141.
41. Heidbreder, (see note 40, earlier article), finds that "the correlation of self-ratings with associates' ratings" is $+.55$ ($PE \pm .02$).
42. Marston, (see note 38), selects 10 alternative traits describing "social or self attitudes," p. 24. The 5 alternative traits selected here for confidence are among Marston's 10.
43. H. L. Hollingworth, *Judging Human Character*, New York, D. Appleton, 1922, p. 52.
44. Of the 5 alternative traits selected here for sociability, 4 are among Marston's 10 "social or self attitudes." See note 42. Trait 2 is omitted because it involves both confidence and sociability, and trait 17 is substituted for it.
45. Marston finds no relation between either extroversion or introversion and mental age, p. 88. See note 38. E. S. Conklin finds practically no relation between introversion and intelligence. See note 40, E. S. Conklin.
46. There is a small positive correlation between diary length and proportion of the superiority class in the diaries. It is only $+.12$ ($PE \pm .07$). The confidence ratings bring it out.
47. See note 43.
48. See note 10.
49. Descartes seems to be of the same opinion as Hobbes in this respect. "And we notice that people with very obvious defects such as those who are lame, blind of an eye, hunch-backed, or who have received some public insult, are specially given to mockery; for desiring to see all others held in as low estimation as themselves, they are truly rejoiced at the evils which befall them, and they hold them deserving of these." p. 413, Article 179. See note 25.
50. See p. 35.
51. "The essence of humour is sensibility; warm tender fellow-feeling with all forms of existence. . . ." "It is, in fact, the bloom and perfume, the purest effluence of a deep, fine and loving nature; a nature in harmony with itself, reconciled to the world and its stintedness and contradiction, nay finding in this very contradiction new elements of beauty as well as goodness." Thomas Carlyle, *Critical and Miscellaneous Essays*, London, Chapman and Hall, 1890; Jean Paul Friedrich Richter, Vol. 1, pp. 1-21.

52. "The great laugher is the person of delicately responsive sympathetic reactions." See note 5.
53. Quoting Voltaire, "Laughter always arises from a gaiety of disposition, absolutely incompatible with contempt and indignation," Eastman says, "How delightful is the positiveness of his opinion! It may as well relieve us of obeisance to an ungracious theory, which might perhaps never have arisen but for an accidental connection of the muscles with which we express scorn and pleasure." p. 151. See note 1. Max Eastman.
54. "In laughter we always find an unavowed intention to humiliate, and consequently to correct our neighbor, if not in his will, at least in his deed." Also; "The sympathy that is capable of entering into the impression of the comic is a very fleeting one. It also comes from a lapse of attention." Henri Bergson, *Laughter*, Translation by Brereton and Rothwell, Macmillan, 1924, p. 136 and 196. Eastman says, "It is the art of satire and not the nature of laughter that Bergson has written about." p. 100. See note 1, Max Eastman.
55. Boris Sidis, *The Psychology of Laughter*, New York, D. Appleton, 1913, p. 71.
56. "Laughter expresses an emotion due to a sudden flooding into consciousness of the subconsciously abiding pleasure in the power of judgment, occasioned by the swift overthrow of presented propositions that tend but fail to delude the judgment. . . ." "In mirth the mind glories in its own success." W. R. Carpenter, *Laughter a Glory in Sanity*, *Am. Jr. Psychol.*, 1922, 33, 419-422. Compare with Schopenhauer, "In every suddenly appearing conflict between what is perceived and what is thought, what is perceived is always unquestionably right. . . . This victory of perception over thought affords us pleasure." p. 279. See note 28.
57. See note 12.
58. H. L. Hollingworth. See note 18.
59. The fall in value of various kinds of jokes with repeated grading has been studied by H. L. Hollingworth. See note 18.
60. See note 12.
61. H. L. Hollingworth. See note 43.

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